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School Board Journal

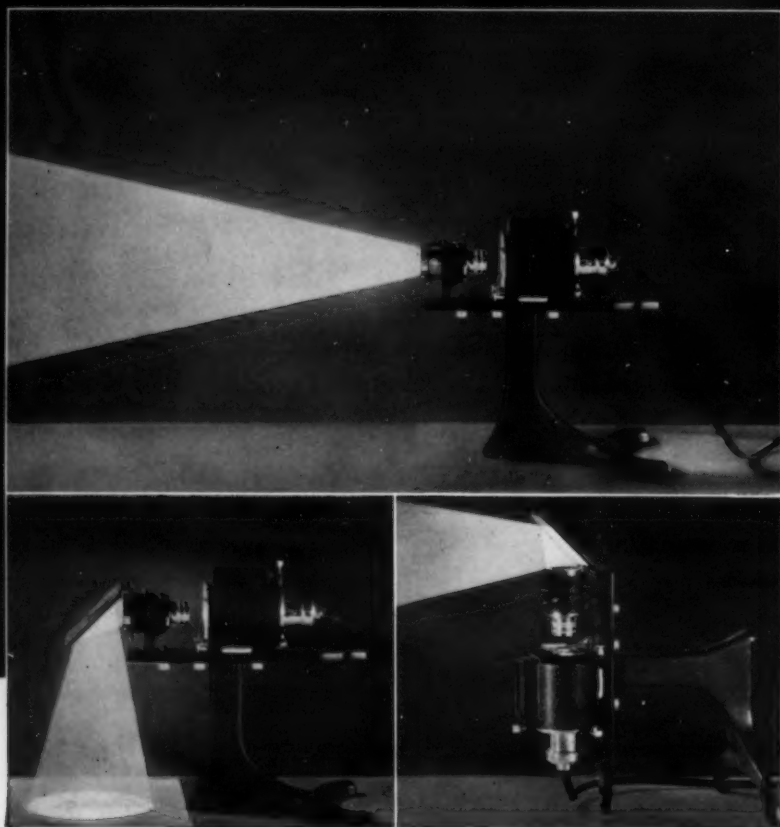
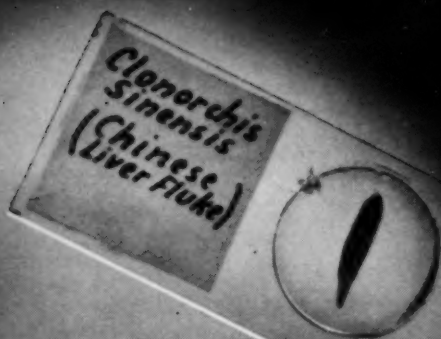
A PERIODICAL OF SCHOOL ADMINISTRATION

- ★ **American Schools Are Board Controlled** — *Reeves*
- ★ **Blunders of the School Caucus** — *Mulford*
- ★ **Britain's Camp Schools Project** — *Yarham*
- ★ **A Tour of a Junior High School** — *Woodruff*
- ★ **Initiating and Organizing a Rural School Problem of Supervision** — *Logan*



VOLUME 107, NUMBER 2

AUGUST, 1943



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ESTABLISHED 1853

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A Periodical of School Administration

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The contents of this issue are listed in the "Education Index."

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SUMMER PLANNING

Except for the emergency purchases of books and supplies, the filling of a few teaching positions, and the final adjustments of day and night school schedules, the administrative planning for the school year 1943-44 has been completed in all competently conducted school headquarters. But August will not be a time of leisurely loafing for the forward looking school executives. It will be a month of planning — of reconsidering the war service plans of the schools, of making special adjustments in the preinduction and vocational courses, of collecting basic data for the 1944 budget, and of advancing the plans for the peacetime expansion and reconditioning of the school plant.

It is a pity that all school boards do not have in their offices the outline for a long-term plan of educational service. Such a plan might well consider special areas of the curriculum, as for instance, the modern languages and vocational courses; the expansion and remodeling of the school plant and, even more important, the abandonment of buildings in declining areas; the adjustment of financing plans for instruction and permanent improvements; the adjustment and expansion of personnel management both for the betterment of instruction and building operation and for the social good of the staff. A careful statement of objectives and of means for their realization — all considered on the basis of advancement to be made in a decade — would make the annual planning more effective. Of all the areas of public service, the schools are best situated to do real long-range planning.

THE EDITOR

On Every Front

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THE AMERICAN School Board Journal

Volume 107, No. 2

AUGUST, 1943

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FIGHT FOR TODAY AND SAVE FOR TOMORROW

Shall the "Vocationals" be Kept Apart?

Walter H. Magill¹

Whether or not to segregate the vocational training program from the general education program in secondary schools has been a moot question since the introduction of vocational training in public schools. The early programs were usually segregated, partly because of lack of room in existing buildings and partly because of the hostility of academic school people to the innovation of vocational training. To them it seemed a rather sordid invasion of the proper field of education — that of the academic subjects.

The interests which brought about the federal and state subsidy of industrial education were keenly and reasonably concerned that it should not become impractical and inefficient through administration by academic educators lacking in industrial experience and habituated to formal academic procedures. It was natural, therefore, that they should favor segregation of the work under specially selected and qualified directors and instructors. In consequence, subsidized vocational programs are usually housed separately whenever the volume of the work warrants a separate building and, in smaller dis-

tricts, form an isolated department of the senior high school program.

The tendency to segregate nonsubsidized programs of vocational training is much less pronounced. Programs of commercial education are usually an integral part of the senior high school program. It is only in the largest cities that separate commercial high schools are found.

The pros and cons of segregation appear to be as follows:

In Favor of Segregation

1. Segregation permits the selection of a staff solely with respect to qualifications for vocational education. When the vocational and the general programs both occupy the same building under the same administration, there has been a widespread tendency to use for vocational courses academic instructors who lack the experience necessary to make the instruction realistic and functional.

2. Segregation favors a more realistic, work-a-day atmosphere for the vocational training program. The conventions and traditions of academic education are heavily colored with formal discipline and tend to take for granted the life usefulness of traditional academic content. Immersion in this atmosphere tempts vocational instruc-



Most shop subjects can be handled in an academic high school.

tors to relax from the continued effort necessary to keep their instruction appropriate to continuously changing employment needs.

3. Segregation reduces the difficulties of administration. The character of the work in the vocational program differs markedly from that in the conventional general education program, and the school periods and school days should be longer; hence separating the two programs simplifies the problem of administration.

In Favor of Integration

1. The success of our democracy is contingent upon the extent to which a spirit of solidarity and fellow feeling pervades our citizenry. Any influence which tends to create class lines and class consciousness is a subversive influence. A comprehensive high school in which the specialized vocational curriculums are organized as integral parts of the school program is more favorable to the development of a feeling of solidarity than are specialized schools.

2. If future workers are to be prepared to achieve the ultimate purpose of life, to become good citizens and good family members as well as good workmen, it is highly important that the general education of vocational pupils be continued in connection with their vocational training. The opportunities for art, music, athletics, dramatics, social contacts, and other features of a good program of general education can be much more efficiently and economically provided in a comprehensive high school than in a specialized vocational school.

3. In the larger cities, the distribution of the vocational education program throughout district comprehensive high schools makes the work more accessible to pupils than concentration in centralized vocational schools.



Some vocational activities are taught better in a separate vocational school.

¹Professor of Industrial Education, University of Pennsylvania.

American Schools Are Board Controlled

A Summary for New School-Board Members and a Refresher Statement for Veterans

Charles Everand Reeves, Ph.D.

Widespread Use of Board Control

The almost universal provision for the control of public schools in the United States is the district school board. In only three or four of the several hundred larger cities are the schools under the control of a commissioner as a part of the city government. In a few states, township or district school control is vested in a single trustee, who, while elected by the people, is frequently a miniature dictator, within his little realm, and uses the schools for his own private financial or political ends. However, in practically all cities and in most of the county, township, and district school organization units, a school board serves as the representative of the public in the control of the public schools.

There are wide differences in the types of school boards, in the methods of selecting the members, in the form of organization of the board, in the extent of board authority, and in the powers and duties conferred on the board. There are also wide differences in the effectiveness with which the adopted policies of school boards represent and are responsive to the will of the public as a whole, rather than to selected groups within the public body. So poorly have some school boards responded to public opinion that proposals have sometimes been made for the abolition of city school boards and for their replacement by a single commissioner of education to serve as a member of the city council.

Variations in Official Designation

In some states, boards for the control of public schools have an official designation. In other states the laws relating to boards make reference to them by various titles, without designating an official name for them. Among the various titles used for the controlling boards of public schools are "school board," "board of education," "board of school trustees," "school committee," "board of school directors," "school trustees," "school directors," and other titles that might be listed. There is little ground for choice among the various names, though the historical significance of the several titles is different and there would be some advantage in uniform titles for the controlling boards of each particular form of organization.

Unremunerated Services of Board Members

In very few instances are members of school boards paid any salary, or even per

diem, for their services. It is best that this is the case. Yet, board members devote many hours to board meetings, committee meetings, and individual study of the problems confronting the schools and the board. What are the motives that will induce busy lawyers, bankers, manufacturers, physicians, merchants, and others to donate hours of their valuable time to the work of the school district—hours that could be used advantageously in their own occupations or for recreation?

My intimate acquaintance with the activities of many school-board members in the East, in the West, and in the South, lead me to believe that few of them have selfish motives in accepting membership on a school board.

It is true that school-board members have been known to sell coal or other supplies to the school district, when not prohibited by state law. Others have used their influence in securing business for their relatives or friends. Still others have undoubtedly received kickbacks on contracts for improvements let to construction companies. Cases of gross abuse of trust in these forms are extremely rare and are certainly not typical of the vast majority of members of the school boards of the nation.

More common motives are those of furnishing jobs to friends and, particularly, of developing political influence by someone who is ambitious for election to some other office in the city or state government. In so far as membership on the school board is used to create political obligation, the motive will be bad. To the extent that membership on the school board is used as a first step in a political career, the result may not at all be bad, since the member will strive to render a genuine public service and certainly will try to reflect the will of the larger public to whom he is responsible.

Acquaintance with many school-board members will lead one to the conclusion that at least ninety-nine out of a hundred members have assumed the duties of their office because of a sincere desire to render an important public service. Some accept nomination or appointment after persistent urging by citizens who are interested in the welfare of the schools. Others have noted unbusinesslike procedures of previous boards and believe they are qualified to render a distinct service to their cities or communities. Whether the motive be personal pride, political ambition, civic interest, or any other motive, most board

members have a firm belief in the value of education and a keen desire to secure the best possible education for the children without waste of public funds, and will bend every effort to that end.

The board usually attempts to serve the interests of the whole public, as opposed to the interests of small groups, to the extent that it is possible for the board to determine what are the interests of the whole public. It usually recognizes its obligation for expending the tax moneys raised to support public schools in the most productive manner possible. In accomplishing this objective, it suffers criticism from various community groups, representing special interests, either as being too lavish or too penurious in the expenditure of tax moneys.

The work of the school board should be appreciated by the public and the groups of the public. People should appreciate the many hours of service given freely to the public by board members. Only by such appreciation can membership on the board be made attractive to the better people of the community. In spite of the work and responsibilities involved, it is usually easy to find candidates for membership on the school board in communities where the public properly appreciates the gratuitous service rendered by the members to the community.

Authority of Boards

The authority of the school board varies widely in the different states and in school districts of different sizes in some of the states. Such authority ranges all the way from complete authority to operate the schools and levy taxes for their support to greatly restricted powers, in the operation of the schools, arising from the right of other bodies to alter the total budget or even items of the budget and thus to determine school policies.

With large authority, boards of education assume heavy responsibility. If authority is placed in some civic body or officer other than the school board, the responsibility of the board is decreased correspondingly. According to a recent study made of cities above 100,000 population, approximately 57 per cent of such cities have school boards that are fiscally independent of municipal officers.

Qualifications and Number of Members

As a rule, there are very few requirements to qualify a person for membership on a school board. Citizenship and resi-

dence in the school district for a specified time are frequently required. In some school districts a candidate for membership on a school board must have attained a certain age, such as 30 years. Sometimes a board member must be a taxpayer. This provision may have had meaning years ago, but in recent years practically everybody pays a sales tax, an income tax, a property tax, a gasoline tax, or some other form of tax, so that anyone not a pauper could qualify under that provision.

School boards range in size from the single trustee to boards having fifteen or more members. The medium size of board, in the large cities of the United States, is seven members. The business of the board can be carried on with greater dispatch by a small than by a large board. A board of seven members is small enough so that each member will assume personal responsibility for making decisions and will not be tempted to feel that his influence counts for little in the decisions to be made. It is desirable that a school board be composed of either five or seven members.

Selection of Members

In a pamphlet entitled "Practices and Concepts Relating to City Board of Education," published by the United States Office of Education in 1941, an analysis of school-board practices and concepts has been made for 75 to 80 cities above 100,000 population. In 69.6 per cent, or more than two thirds of the cities, members are selected by popular election. Other methods are appointment by the mayor, by the city council, or by some other agency, such as a court.

Candidates for school-board membership, by election, are nominated on petition in 64 per cent of the cities, with or without the payment of fees and with various requirements as to the number of signers on the petition.

There seems to be no one best method for the selection of board members. Good boards and bad boards may be secured by any method. An argument advanced in favor of popular election is that a board so chosen is more likely to be independent of city politics and is more likely to keep the schools free from political influences in the appointment of personnel and the awarding of contracts than is a board of appointive members. An argument in favor of appointment of board members is that persons who would be unwilling to enter a political campaign will willingly accept the responsibilities of school-board membership by appointment and, thus, a better type of board member can be assured by appointment. These arguments are both valid for particular situations and the conclusion must be that good boards can be had by either method.

If board members are elected, they

should be elected on nonpartisan ballots as is done in 88 per cent of the cities in which they are selected by popular election. School issues are by their nature nonpartisan in character, and it is well that they should be kept nonpartisan. Arithmetic, geography, supervision, guidance, curriculum development, and the like, just do not lend themselves to party labels.

Members of the school board should be elected at some regular election rather than at a special school election. This is important for two reasons: First, at a regular election, whether a primary or a general election, a larger number of people will come to the polls to vote than would vote at a separate school election, and the larger vote makes it more difficult for small minority groups to control the election. Second, the cost of the election to the schools is greatly decreased if the district must pay only a proportion of the cost of holding a joint election than would be the cost of holding a separate election at which it would have to pay the entire cost. Also, the joint election reduces the amount of time lost by voters.

In some cities, members of the board are elected or appointed by wards. This is a pernicious practice that ought to be discontinued where it still persists. However, this is the case in only 15 per cent of the larger cities. In 85 per cent of the cities above 100,000 population, for which data were gathered, board members are elected at large, by the people of the city, to express the will of the people of the whole city. The bickering among members, as representatives of the parts of a city from which they are elected, is indefensible. It prevents unity in the school system and is very likely to lead to favoritism within the city, which is the very abuse ward representation is designed to prevent. In most cities, ward boundaries have been forgotten, and each board member feels his responsibility to the citizens of the whole city who elected him.

While members are often elected by some political or social faction of the community, this should not be the case. It is well to draw upon laborers, farmers, housewives, and others, as well as upon lawyers, bankers, physicians, for the supply of board members, but no board members should be elected by special interests to represent those interests. On a board of education there should be no such thing as geographical, political, religious, or occupational representation, either by law or outside the law. Members should be elected or appointed at large, from among all residents of the school district, as representatives of the whole district.

Length of Terms

The average length of term of board members is 4.3 years. On a seven-member board, the practice often is to elect three

members at one biennial election and four members at the next biennial election. Such an arrangement means that the terms of a majority of the members will expire every alternate two-year period and, unless some member is re-elected, there will be a change of a majority of the members at one time. In case an additional position should have to be filled, due to resignation or death, a majority of the members might be elected every two years. This arrangement, of course, will secure more stability of board membership than will the election of all members at each biennial period. The overlapping of terms of members is important, and provision should be made such that a majority of terms will not expire at any one time.

In many school districts, but not yet a majority of them, terms of board members are six years. It would be well to lengthen the terms in the other districts to at least six years. A good method for the election of members of a seven-member board would be to elect them for overlapping terms of six years, at biennial elections, in such manner that two members will be regularly elected to fill expired terms at each biennial election, except that at every third biennial election three members will be elected to fill expired terms. The election of a majority of members at any one time, due to resignation or death, would then probably be rare.

If vacancies occur by resignation or death, they can be filled by appointment by the board itself or by the mayor or council, until the next succeeding biennial election, when a member should be elected to fill the unexpired term.

Length of Service of Members

The length of service of board members varies widely among cities. Length of term of office has a definite bearing upon the average length of service. Experience as a board member is valuable in securing intelligent action upon matters of policy and the approval of the work of the schools. Since longer terms result in longer service of board members, an argument may be found for increasing the length of term to six years, in districts in which the term is not already six or seven years.

Tradition also plays its part in determining the length of service rendered by board members. In some cities members are elected term after term, while in other cities one term or less is the rule. In one city, over a period of 91 years, there have been 95 different board members. Only eight of the 95 members have served more than ten years, and 25 members have served only from a few months to two years, though the term of office is four years. The average length of service was only 4.6 years.

In another school district one member held office for 28 years and two others for

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21 years, while the average length of service of all board members, in 75 years, was 8.5 years, and for the period from 1875 to 1924, the average length of service was twelve years.

Long terms, overlapping terms, and reelection of members result in continuity of policy and make impossible or infrequent radical and sudden changes in policy that result in waste, extravagance, and poor educational results.

Organization of the Board

Most school district boards elect as officers a president, a vice-president, and sometimes a treasurer from among their members. The president is chosen by the board in 93.8 per cent of the cities above 100,000 population for which data were gathered. The president is elected annually in 84 per cent of the cities. In 82 per cent of the cities the secretary or clerk is appointed by the board and is neither a board member nor the superintendent of schools.

In several large cities, the chairmanship of the board is rotated among the old members. In one city, after the biennial election, when three members are elected and there are four old members, each of the old members becomes chairman for six months and after the biennial election when four members are elected and there are three old members, the old members become chairmen for eight months each. This method of selection of a president, or chairman, has the advantage of helping to keep all members interested in the work of the board, of helping to prevent any one member from assuming a dominating position, and of recognizing the legal authority for action of the board as a unit only. It definitely makes the chairman a presiding officer and prevents his determining policies in the name of the board or from acting as a special executive officer of the board, above the office of superintendent of schools.

Use of the Committee System

Some school boards have discontinued the use of the standing committee system, though most boards in large cities have a few such committees. Some boards have as many as 15, or even more, committees, but the average number is three committees per board in the cities above 100,000 population. The disadvantage in the use of standing committees is that the committees tend to determine policies in the stead of the board as a whole and tend to serve as administrative committees in the stead of the superintendent of schools. Another disadvantage is that the superintendent must explain any matter presented for board action first to the committee and then to the board as a whole. It is advisable for boards to discontinue the use of standing committees and to act as a body

on matters requiring action. A board should restrict its activities to policy making and the approval or disapproval of administrative activities.

One of the advantages claimed for a small board is that it can act directly and without the use of committees. The committee members should not have to devote long hours to the study of educational and other problems. Such study is the duty of professional administrators. The superintendent and members of his staff should make necessary studies and recommendations to the board and should be held strictly accountable by the board for the results of adoption of their recommendations. If chairmen of committees act in an administrative capacity, they are bound, at times, to work at cross purposes with one another and with the superintendent and his staff, and the result will be confusion.

Temporary or special committees, however, should be appointed frequently for the detailed study of matters that require unusual study before action. Such committees should be discharged upon performance of their specific duties. Also, the board should hold executive sessions, when necessary, as a committee of the whole, during which meetings it can deliberate upon matters requiring action and make recommendations for action by the board at its more formal, public meetings.

Meetings of Boards

The median number of regular meetings held by boards of large cities is 17 per year. Provision is always made for the calling of special meetings. The agenda for the board meetings are usually prepared by the superintendent of schools, though in multiple headed systems the superintendent and other independent heads usually prepare materials for the secretary or clerk to form the proposals into an agenda for each board meeting.

Powers and Duties of Boards

The powers and duties of school boards are so numerous as to defy enumeration. As a rule, a limited number of powers and duties of boards are stated specifically in the statutes, and other powers and duties are directly authorized by general powers of the state. Among some of the more usual specified powers and duties of boards are:

- To employ a superintendent as the chief executive officer of the board and as the chief administrative officer of the school system
- To employ teachers and other employees
- To expel pupils as disciplinary measures
- To admit pupils from other school districts
- To contract debt when properly authorized
- To buy and sell property
- To rent property for school purposes and to lease property belonging to the school district
- To levy taxes
- To provide suitable school buildings, books, and apparatus for school use

To authorize the payment of claims against the school district

Many other powers and duties are specified in the statutes of various states, some of which are delegated as executive powers and duties of the superintendent, who can act only under the authority of the board.

The work of a school board should not require the many hours usually devoted to school business by its members. The board should not have to give detailed consideration to questions of an administrative nature. Administrative matters should be settled by the superintendent or the proper administrative officer under his direction, in accordance with the policies adopted by the board and subject to the board's approval. The granting of leaves of absence to teachers and other employees to attend conventions, matters concerning infractions of rules and regulations by teachers and pupils in particular schools, details of curriculum and instructional methods, and the like, are professional subjects that should be decided by the superintendent, or those responsible to him, and should be subject to approval or disapproval by the board.

Individual members of the board have no authority, whatever, to act for the board, unless authority has been specifically delegated to them by the board. The board is a corporate body quite apart from the members who compose it. The tendencies of teachers and parents to bring to individual members of the board complaints or questions concerning the administration of the schools, personnel relationships, and other matters, should be resisted by the several and all board members. Such matters should be presented to the board as a whole.

Executive Control and Administration

In 67 per cent of the large school systems, from which data have been received by the United States Office of Education, the superintendent of schools is the chief executive and administrative officer of the board. In the other 33 per cent of the cities, there are a number of administrative officers, which makes it necessary that the board serve as an executive body and, to a considerable extent, in an administrative capacity.

In cities having multiple administrative heads, the usual provisions are about as follows:

Two-head system:

- Superintendent of schools
- Business manager (sometimes designated as clerk of the board)

Three-head system:

- Superintendent of schools
- Superintendent of buildings and grounds
- Secretary of the board and business manager (or similar title or titles)

Four-head system:

- Same as the three-head system, with an additional head, such as librarian, attorney,

(Concluded on page 57)

A Tour of a Junior High School

C. H. Woodruff

In this room, Mr. Citizen, is a social studies class holding a discussion as to the meaning of "a good neighbor policy" with the Latin-American countries to the south of us. Maps, graphs, pictures, charts, and newspaper clippings are on every wall. On desks and tables are piled books, magazines, pamphlets, and bulletins having to do with the geography, history, and economics of these southern neighbors. Exhibits of South and Central American products, in both raw and manufactured forms, as you see, take up all the available space.

The discussion going on is a follow-up of much research study by each and every pupil in the room. A 13-year-old girl is presiding competently. The teacher is in the room to guide and direct the discussion. The children know they need her leadership and scholarship to aid them. They know they need a critic. But in no sense, do they permit this knowledge to interfere with their learning through active work on their own part.

The next room, at the moment, is a cafeteria. Later it will be the auditorium. In this busy spot, students again are in charge under expert supervision, helping with service, accounts, cleanup, and orderly use of the room. This school is an educational institution and learning goes on everywhere.

In this large room next to the principal's office, the student council is in session. Representatives from each of the 25 home rooms make up this school legislative body. Today, new passing regulations are being issued to meet requirements set up by the local Defense Council. The problem is to be discussed until every person thoroughly understands it, and can explain it to his home room.

Later in the week, the board of governors, the executive group of the school, will be in session here. This place is almost as busy as the council room at the city hall. And it is engaged in the same job—home government.

We are now in a science room. As you see, there are a dozen different texts in the class bookshelves. On the board is the problem under consideration—the conservation of soil. From the outline, you will note that every phase of the problem is presented. Many sources are needed to solve the problem. At the moment, the pupils are studying in groups. Later will come oral reports, class discussions, and examination to check up on the progress made. Strangely perhaps, to you, the children demand that they be tested on their

achievements. They want to know whether or not they are doing good work.

I need not tell you we are in the woodshop. Yes, that 15-ft. boat belongs to the boy who is making it. He has supplied the materials, the labor, and the study that have been necessary to carry this project through from blueprint to real boat. The school has supplied the shop, the tools, and the teacher. Yes, there's a boy in the corner at the blueprint stage of some project. Ah, he is building a short-wave radio set. At his age, you were probably proud to be able to make and fly a kite. He's riding the radio beams on his own vehicle, at the speed of light, and gaining vocational knowledge of value to himself and no doubt to his country.

What are the girls doing? Let's see. Yes, this is a real kitchen. No, the girls are not learning to make an angel food cake. They are preparing menus for a week on a given,

small budget. Later any items, not previously prepared here, will be jointly worked out under teacher direction. You won't see the teacher doing the work for them, though, for these girls learn by doing, whether here or in a mathematics class.

Of course, you want to follow the children outdoors to see the physical education classes in action. Here, we think, is highly important work. These boys and girls, like all of their fellow students at some time in the day, are learning to build and care for their bodies. They are a husky looking bunch, an inch or so taller than your playmates of three or four decades ago. You don't see any girls who look as if they would faint, or "go into any early decline." Besides the exercise in play form, these children some time in the week will study hygiene, visit the nurse if necessary, take their turn at having eyes, ears, teeth,



Social Science is an important subject of study in the junior high school.

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Field trips make science a realistic study.

throat carefully examined by the school doctor and dentist. They are proud of good health and normal physical development, and cooperate completely with the school authorities in furthering their own search for physical improvement.

You would like to "prowl" a bit, leading me. I am glad you thought of it. You want to see what's going on in this bungalow. (That's a bungalow left over from the days when our buildings were in ruins from the big earthquake.) There you are. This is the school newspaper office. Students from seventh, eighth, and ninth grades are busy putting out their own publications. Yes, they publish a newspaper, a small annual, and a book of the year's poetry written in various classes. Some of this poetry is really good. It receives state and national recognition every year.

You want to go over there where all that racket is pouring forth? Over we go! We are in the music room. This is the junior orchestra. You will see these youngsters performing in the All-City Junior High School Orchestra, at the Civic Auditorium, in June. Later you will enjoy these same youngsters as they progress in senior high school and junior college. Some you will hear later, if you live long enough, over the radio, in concert halls, and in symphony orchestras. How do I know that last statement is true? I know because I have watched youngsters like them climb to the same heights, and in very short time, too.

What's across the hall? Miss W is teaching improvement of speech, but not in the way you think. Her youngsters are learning dramatics and stage work as you never saw or dreamed that learning could take place. Let's watch them. What are they doing? They are in the pantomime stage of their production. Let me explain the whole process. The entire class has read a short story. Then the class has broken up into groups of six, for there are six characters in the story. Then, they have planned the play. Now they are acting their parts without words. They must be good to make the story understandable. Ah, you've caught it. Certainly, it's an old favorite of mine, too. They will next present the play in words, spoken from memory of the story but not word for word. Come back tomorrow and see how natural they are. Not a case of stage fright will appear in the entire group.

You would like to come back every day? Who wouldn't!

I am sorry to pull you away from what is obviously a personal interest of yours, but you said you wanted to see the whole school. Yes, it's two thirty and we are only started! When does school close? That's hard to say. School includes so much these days. The parent-teacher association will be meeting in the auditorium next hour. Night classes for adults will occupy many of these rooms tonight from seven to nine o'clock. And classes over at the John

Dewey Industrial High School run on a twenty-four-hour, three-shift basis, to take care of the emergency training of defense workers.

One more peep before you go? Very well, where shall it be? In the room immediately above, just for the fun of choice by chance. It's an art room. Those figurines over there on the shelves? Yes, they are all the work of junior high pupils. Boys or girls? Both. This group is learning water-color techniques. The class, last period? We'll ask.

They are making up the design for the magazine cover. Yes, they always design their own. One of the students is getting the last one for you. I agree — clever, artistic, beautiful.

That sounds to you like an old-time school in the next room? Let's see. It's a choral reading group. They are learning to overcome reading handicaps. Group effort, oral reading, and rhythm help to turn the trick. The children in that room have raised their reading skills from one to six semesters during this one semester. Sounds uncanny, but it's true. Here are the individual records to prove the case.

There's a bell signal.

You have noticed a few children leaving every class at a first bell, all day. Want to follow this group? Well, here we are. We are watching the traffic squad. They maintain orderly passing, promote safety, and help build up a feeling of civic re-



Art education is an applied subject in a well balanced junior high school.

sponsibility. How do they do it? They are elected by their fellow students, they are backed by the board of governors, they hold offices created by the student council. It's a cooperative enterprise. Why shouldn't they have the respect of their fellow students?

Now that most of the group are gone home, you want to ask a thousand questions. Not that many, please, but a few, yes.

Can I explain briefly the beautiful flower arrangements in the foyer, the offices, and the classrooms? Certainly. The flowers come from the school's flower garden, and are arranged by a service group from the art classes.

What is a service group? It's a group of pupils who undertake to carry out some particular service to the school. This art group undertakes to beautify the school-rooms with lovely flower arrangements. Another group is an active working committee on buildings and grounds. One takes care of all stage settings, lighting, etc.; one cares for the stacks in the library, keeping them neat and orderly; one keeps the exhibit cases in constant and worthwhile use.

You heard a pupil mention his special interest class, and what does that mean? As you know, most children have hobbies, or lacking one, desire it. Our children have a period early in the morning devoted to their own special interests and needs. The hour is more than a club hour. It is a period of learning in a highly elective way. Here's the list of special interest classes for this semester. (They change, of course, from one to another semester.)

Radio code
Boys leader corps
Science of out of doors
Candid camera
Library group
Nature study group
Creative music
Choral verse speaking
News writing
Puppetry class
Safety commission

A pupil may follow an interest for a semester, or for two or three years. In the latter case the pupil becomes very proficient even before he is ready for high school. I know two college professors, one of ichthyology and one of entomology, who got their start down here in classes like these.

We have, also, special needs classes, designed to assist those who have fallen behind in some skill in arithmetic, or reading, or spelling, or grammar. Yes, children ask to enter these classes. We let them know their own situation as compared to the class. They keep these needs classes going year after year, at their own request.

Yes, you must come back soon. I wanted you to see modern classes in arithmetic. You hear arithmetic criticized as bitterly now as Benjamin Franklin did in his day. I want you to see what actually goes on. Really, you should spend a week with us. We have had nothing more than glimpses.

You will? Fine. Bring along some other folks. All of us, teachers and children, like to have guests. It's just possible we like to "show our stuff" to all the good people who pay the bills. At any rate, you are always welcome.

Cinema class
Dramatics division
Handicrafts
Stamps
Astronomy at home
Cartooners
Violin choir
Anglers
Basketry
String ensemble

NASHVILLE ADAPTS ITS SCHOOL PROGRAM TO THE WAR SITUATION

The public schools of Nashville, Tenn., during the school year 1943-44 will undertake to carry forward the following program, which is an attempt at adaptation to meet the war situation.

1. An effort will be made to reinforce, supplement, and broaden the program of physical education and health.

2. Additional students will be encouraged to take mathematics and science courses.

3. The course in social science will be broadened in an endeavor to give the pupils in the elementary and junior high schools a vital appreciation of the democratic processes.

4. The vocational education program will be expanded in scope to give more pupils the benefit of work experience as a part of their education. The program will involve diversified occupations and distributive education. The regular vocational program will be enlarged to include a foundry course.

5. The commercial training program will be considerably modified to permit work experience as a part of the training program.

POSTWAR BUILDING PROGRAM FOR NEW YORK CITY

The board of education of New York City has made application to the State Commission for Postwar Public Works Planning for an allotment of \$420,160 to defray part of the cost of planning 18 new school buildings to be erected when the present hostilities cease.

The 18 projects which will help to cushion economic dislocations at the war's end will cost about \$21,000,000. At the same time, the board is planning a six-year school-building program of 406 projects. Seventy-two of these are a part of the 1944 program.

► DR. HEBER H. RYAN, of Montclair, N. J., has recently been appointed Assistant State Education Commissioner for New Jersey. He succeeds Dr. Howard D. White, who retired on August 1. Dr. Ryan was formerly a member of the staff of the Montclair Teachers College, where he served as professor of secondary education and director of student teaching.

► WILLIAM R. ODELL has been elected superintendent of schools at Oakland, Calif., to succeed William F. Ewing.

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Vocational Guidance in a Rural County

W. E. Woodworth¹

For several years, schoolmen and many lay persons in Otsego County had seen the need for setting up a program to improve and expand the educational and vocational guidance services for the young people in their county.

In the spring of 1941, under the leadership of the Otsego County Vocational Extension Board and with the cooperation of the Guidance Bureau of the State Education Department, plans were formulated for a county-wide guidance organization. The program was started the following September. Ten high schools entered the program: Edmeston, Cherry Valley, Springfield, Richfield Springs, Cooperstown, Unadilla, Schenectady, Milford, Gilbertsville, and Otsego. The enrollments of these schools range from two hundred to seven hundred in all grades.

To finance half of the estimated budget, each school was to pay a per pupil cost levied on the enrollment in grades seven through twelve. The Children's Aid Society of Otsego County became interested in the project and agreed to give approximately half of the remaining amount necessary. This year the cost of the program is being met entirely by the original ten high schools which are still participating.

A central guidance office was set up in Cooperstown. A county director of guidance was hired to supervise and co-ordinate the program, and a full-time secretary was engaged to keep the central office open and to assist with the many clerical duties involved. Working out of the central office, the county director spends one day in each school in rotation.

The county office serves the schools in the following ways:

A clearinghouse for information on current guidance practices, program plans, etc.

A source of up-to-date information on educational and occupational information

An exchange center through which schools can arrange to use each others' guidance materials

A cooperative purchasing agency for obtaining guidance materials; books, pamphlets, tests, films, film strips, etc.

A counseling and testing service center for aiding out-of-school youth

A central agency for securing speakers on occupations, colleges, and other guidance topics

A source of aid on individual counseling problems in schools

A central test depository where schools can quickly secure special tests for particular cases

A source of information on worth-while tests and testing practices

A central agency from which to conduct county-wide surveys; occupational, out-of-school youth, etc.

A source for obtaining information or guidance materials needed at once and which the individual school may not have or may not wish to purchase

A center for the standardization of forms, tests, procedures, pupil folders, etc., to expedite pupil adjustment whenever the pupil changes schools

A source of information on scholarships, loans, work opportunities, and other financial aids for students

An agency to promote the purposes and values of guidance, and to interpret these to the public, through news articles, talks before community groups, radio programs, etc.

A source of information on apprenticeships, training opportunities, etc., that are available to students

A central agency for employment. A better opportunity to place youth in a vocation, not just a job

In each school there is a guidance committee and a part-time counselor who serves as chairman. This committee, working with the county director, plans and executes the program. Each teacher is brought into the program through guidance projects to be carried out in her home room or class subject. The guidance committee and the county director are under the direct supervision of the school principal who is the final authority on all guidance plans and procedures. Although the program in each school is planned to meet the guidance needs of the students in that school and community, all of them follow the same general pattern, gathering educational and occupational information, building pupil folders, group guidance, individual counseling, placement, and follow-up. The program in each school during the first year covered the following activities:

Educational and Occupational Information

An excellent file of information on occupations was set up. Most of this material was obtained from free and inexpensive sources. The county guidance office sent to each school over 350 free pamphlets on different occupations for their files, to supplement the materials the school counselors secured.

Files of college catalogs, trade schools, business schools, beauty schools, defense schools, etc., were set up.

Guidance bulletin boards, showing information on occupations, job trends, educational opportunities, training programs, etc., were kept in the schools.

Surveys of occupational opportunities in the community and in the vicinity were made.

"Interview files" were built. Lists of persons, by occupation, employed in the community, who were willing to counsel students on the occupation in which they were engaged and on the school or college they attended.

A "counselor file" was organized to file unbound materials that were used by counselors and teachers.

The county guidance office loaned several hundred educational and occupational pamphlets to the schools in the program.

Individual Analysis and Testing

A "pupil folder" was started for each student in grades one through twelve. These folders contain pertinent information gathered on the pupil; his interests, achievements, aptitudes, etc., used to aid counselors and teachers in counseling the individual.

A yearly testing program for grades one through twelve was planned and administered. Special tests for particular cases were secured through the county office.

The schools, through the county office, purchased a battery of mechanical performance tests that were used in each school.

Tests were given and counsel offered to those students showing interest and aptitude in those special ability fields such as music and art. Experts in these fields, living in the county, helped in this project.

Group Counseling

Classroom teachers spent several days discussing the many vocations that lead out of the study of their particular subject. Posters, career booklets, etc., were made and exhibited. Lists of occupations relative to each subject were furnished teachers by the county office.

A guidance course for seniors was offered in each school. One period each week seniors discussed occupations, how to choose a career, vocational trends, educational and training opportunities, how to look for a job, how to apply for and how to succeed on the job, etc. Outside speakers, visual aids, etc., were utilized.

A "Guidance Newsletter" was sent out weekly from the county office, giving current information on jobs, training oppor-

¹County Director of Guidance, Cooperstown, N. Y.

tunities, etc. These were read and discussed with the pupils in grades seven through twelve and then posted on the guidance bulletin board.

A weekly guidance period for grades seven through eleven was planned. Orientation, study of occupations, educational opportunities, personality, etc.

Individual Counseling

All seniors were interviewed and counseled concerning their educational and vocational plans after graduation.

Freshmen, sophomores, juniors, and grades seven and eight were interviewed regarding vocational choice, plans for further education, personality problems, subject schedules, marks, etc.

A number of case studies on seriously maladjusted pupils were made in each school using the faculty "clinic" procedure.

A number of seniors were helped to secure scholarships.

Part-Time and Full-Time Placement

A branch office of the United States Employment Service functioned in the county guidance during the year. The employment interviewer spent two half days per week in the guidance office. Each school was visited several times during the year. Employment talks were given and all students 14 years of age or older, who were interested in employment, were registered. The principals and county director working closely with the employment interviewer were able to aid in a number of placements.

Follow-up

Each school planned follow-up surveys of each graduate and dropout after the first, third, and fifth year out of school, as recommended by the New York State Education Department.

The program is continuing this year with the same fundamental objectives in

mind. To aid youth to find himself and to contribute his maximum in work and good citizenship to the society in which he lives. Effort is being made to improve wherever possible and to expand and change wherever it is found necessary and desirable. With the present war emergency, plans have been geared to meet the problems involved in guiding youth in wartime. With the establishment of the Victory Corps in the high schools, the guidance program must function as an integral part of the victory program.

No one knows what the future may hold, but the schoolmen of Otsego County realize that guidance is a vital part of the educational process; that young people need educational and occupational counsel; and that when the emergency is over and youth face the many problems of postwar adjustment, schools will need a well-functioning guidance program even more than they do today.

Plastics in the School Building of the Future

Orlando A. Battista¹

Anyone who has followed the phenomenal growth of plastics during the past two years can understand the consistent forecasts by responsible industrial leaders that we will witness a "Plastics Age" after victory. The war has stimulated the development of the plastics industry because plastics have proven themselves to be not only satisfactory substitutes for many materials of construction but permanent replacements for such materials in innumerable instances. Before the start of World War II plastics had been considered for relatively minor and specific applications—and even then with reserve and skepticism. But the fact that our armed services alone will use more than 300,000,000 pounds of plastics for combat purposes in 1943 is striking evidence that they have proven their mettle under the most severe test conditions.

In the past man has been obliged to accept many of his materials of construction very much as nature prepared them for him. But plastics are man-made creations in the sense that man has developed them through his own ingenuity. The variety of plastics today is almost unlimited because the chemist may juggle molecules into a myriad of molecular patterns by the use of heat, pressure, and catalysts. In fact he may do even more than that! The chemist may set out to make a plastic material having prespecified and desired physical properties. It is for

this reason that plastics will undoubtedly become the most versatile of man's primary construction materials.

Many School Applications

This being the case we shall witness many applications of plastics in the school buildings of the future. The very recent discovery of a method of using so-called "penetrating heat" in the manufacture of plastic plywood proffers the widespread availability of this structural material. By means of this discovery the curing time for bonding plywoods has been reduced from a period of hours to a few minutes. Dimensionally stable, as strong as some forms of structural steel, smooth, waterproof and dirtproof, plastic plywood may be used extensively in the manufacture of small prefabricated schoolhouses for our rural communities, and for all types of paneling. Partitions inside of school buildings will be made adjustable so that classrooms may be enlarged or made smaller at will. The partitions will not only be fireproof but soundproof as well. The air in the classrooms will be humidified, kept at optimum temperatures and filtered or sterilized free of all contagious viruses or germs for the safety of the children as well as the teachers.

A considerable amount of development work is being done for the production of glass building bricks, etched and tinted to suit every taste. The light transmission of glass walls made of such bricks would be very high, although they can be made so

as to lack transparency if desired. Even more interesting work is being directed toward the possibility of making sliding glass partitions which could be made transparent, translucent, or opaque at will by sandwiching polarized light material within the panels. It has been stated that these glass partitions will be designed with continuous metallic decorations which will not only be ornamental but also serve the more important purpose of carrying an ingenious electrical heating system. By means of this type of heating system the schoolrooms will be uniformly heated from all sides. Heating engineers have determined that a room that is heated by uniform heat radiation is in reality ten degrees warmer than a room heated by conventional methods. In addition, a new type of glass wool has been developed with remarkable insulating properties; a 4-inch layer of it has an insulation value equivalent to 14 feet of concrete.

A Better Schoolroom — With Plastics

The schoolroom of tomorrow will offer a healthier and more inviting atmosphere than the schoolrooms I studied in as a lad — thanks to plastics. Desk tops of molded or laminated plastics will be cool, smooth, clean, and scuffproof. Textbooks and notebooks will be bound in permanent plastic-coated covers to protect them from wear and the elements. Plastics will be of service to the school children in many practical ways.

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¹Claymont, Del.

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made of unbreakable clear plastic panes which will not hold back the rays in sunlight that generate Vitamin D in our bodies; most of the common types of glass do screen out these rays. The windows will be very light, easy to open, and set in attractive frames will have the paint permanently embodied in them.

The blackboard will no longer be black or made of slate. It will more likely be constructed of special plastic matting that will be easier to write on and easier to read from. The floors of the classrooms will no longer creak disturbingly as the children move back and forth to engage in group or individual activities and to share their lessons. They will be made of silent, creakproof plastic slabs which cannot warp, chip, or rust, and with a permanent luster. The schoolroom furniture will have

few of the maintenance defects encountered in the past. It will not require periodic painting or varnishing. It will not scratch easily. It will be sturdy and light. Because of the great strides made in mastering the technique of extruding and molding plastics, discontinuous joints where dirt and germs may accumulate will be absent almost completely from plastic furniture.

Plastics will appear in the administrative offices, the gymnasium, the toilet rooms — throughout the school buildings of tomorrow in a hundred different applications where they will be of valuable service because they will do a better job than the materials they will replace, and because they will enhance the environment of the classroom by making it more conducive to study and healthier to work in.



Clyde Parker
Superintendent of Schools
Moline, Illinois

Mr. Parker, recently elected superintendent of city schools at Moline, Ill., is a graduate of Franklin College with a bachelor's degree, and Indiana State Teachers College with a master's degree. He has done two years' graduate work at Indiana University toward the doctor's degree.

Mr. Parker began his educational career as a classroom teacher in Dugger, Ind. Later he served as superintendent of schools at Huntingburg, Ind., and for the past six years has been superintendent at Washington, Ind.

He has been active in national and state professional associations. He has been the author of educational articles and has served as lecturer on educational problems.

THE LAST DAY OF SCHOOL

J. C. Baker¹

"Ding-dong-dong!" With a sighing clank of finality the first bell ceased its ringing. Echoes scurried from the hollow, upper hall back toward the antiquated belfry. Past my sorry, little office on the landing, they veered and skipped on down the stairs, overtaking the rheumatic clump-clump of Mr. Womm's janitorial tread along the lower hall to the drinking fountain by the rear door.

He was proceeding, I knew, to station himself where he had stood every school morning since his pride and joy had been installed, 26 years ago. "Sanitary fountain," he always called it, with a faith in terminology vast and touching. Of late years I'd had to remind him with distressing frequency to wipe from its rim the childish smears of playground grime.

"She don't really need janiteerin'," he'd grumble. "Don't it say 'sanitary' on her?" Cleanliness was plainly a feminine virtue to Mr. Womm. As removed from his ideal of masculinity as were men teachers. Efficiency won when the board decided he was not to be re-employed next year in the new building. In anything so grand "janitors" were obsolete. "Custodians" they would be called, I understood. Luckily we had priorities for completing it.

"I'm probably obsolete, too, without realizing it," I thought, listening to the whoops outside from arriving boys. I'd seen too many doddering schoolmen kept on because everyone shrank from telling them they were through. I was proud I'd had the grit to hand in my resignation. Though it would have been fun to have the new building, if only for a year or two.

Those plans I'd cherished so long. Well, young Jenkins (he'd been a demon with paper wads) was the logical —

"Good morning, Mr. Abbott!" called a bright voice at my open door — Miss Haven, my eighth-grade mainstay. The other teachers were arriving, too. "Grand and glorious, what? this last day of school!"

Were their greetings a shade too cheery? I mustn't have them feeling sorry for me. "Last and best!" I smiled.

From classrooms the pleasant rustle of little girls rattling papers, tidying their desks to leave them as good school housekeepers should, came to my ears. But no new pupils would occupy these seats. Tomorrow old Womm was to begin hauling them off to a cabinetmaker, using the ancient horse and wagon with which he'd carted away our rubbish for years. A mattress factory was moving in soon.

The hubbub mounted. Stilled instantly at the three doleful taps given by Mr. Womm, who hurried back, I was sure, to sanitation. The last school bell, for him, for the old building, and for me.

Pupils shuffled in noisily. Grade cards were handed out in the classrooms. The diligent rejoiced. The lazy began to plot alibis to appease parental ears. School tried to go on in the dear, familiar fashion that had been my life for 42 years.

Recess arrived. Followed by the short program the teachers had planned, in the old study hall used as an auditorium. Several parents, my best and worst pupils of years past, dropped in. The president of the school board, pompous Lon Huff, with whom I'd often wrangled over library funds, appeared.

I felt suddenly weak and old. Surely they wouldn't give me a present — token of unappreciation, the profession sometimes wryly dubbed such gifts. I'd blubber like a homesick kindergartner. We sang the "Star-Spangled Banner," now doubly dear in our days of stress.

Lon Huff was rising. (He'd been stuffy, even in his Jew's-harp days.) I looked for a way of escape from the platform.

He was at my side, bowing me into the center of the stage. "Our country needs men like you," he boomed. "Mr. Jenkins, who was to have officiated next year as principal of the new building, is now a soldier under the Stars and Stripes. As president of the board of education, I am asking you, could you — er — would you accept the principalship of our new building, on its dedication to be named 'Abbott School'?"

Silence filled the room. Feeling suddenly young and vigorous, I nodded. "Of course, sir!" Mr. Chips, U. S. A., 1943 version. And my pupils, young and middle aged, clapped their hands, and mischievously stamped their feet.

► The board of education of Peoria, Ill., has reorganized with EDWARD G. SAURS as president; JOHN L. CARSON as vice-president; and W. B. REED as treasurer.

► WESLEY DAWSON has been re-elected president of the board of education at Ypsilanti, Mich.

► SUPT. CARSON B. HOWERTON, of Lexington, Okla., has been re-elected for the next year.

¹Peru, Neb.

The School Newspaper: Tool or Toy?

Le Roy Nielsen¹

A business executive asked his opinion of the school paper by the writer said, "The school paper in the hands of a skilled supervisor who knows what a school paper should be is a powerful force for good; in the hands of the wrong person, it is not worth a bully d--n."

When this man made the last part of his remark, he was undoubtedly thinking of the paper of some years ago that we are all familiar with, a sheet filled with canned and stale jokes, sly digs at the teachers, overblown stories; a sheet that was a plaything to amuse the student body and to lead the so-called reporters and editors into thinking that all one had to do was to write words upon a paper and, through some magic inherent in type, it would be made fit for publication.

In the first part of his remark, he was undoubtedly thinking of the many fine school publications of today, which, thanks to the high standards set by the scholastic press associations and to the fine leadership and hard work of well-trained teachers, have so raised the standards of school journalism that the scholastic newspapers of today are real, vital, and constructive forces having an important place in the school world.

It has taken a long time to bring the news press all this way. It was not accomplished overnight. The writer has seen the marvelous transformation that has taken place over the past 25 years, from the time when he was a school editor himself through the past 14 years that he has been a high school journalism teacher and a publication adviser.

Some of these school papers are falling by the wayside. I know of several, at least twenty years old, that have folded up and passed out.

There are those who feel that these papers ought to fold up. They have a sort of vague feeling back in their subconscious minds that there is something wicked about continuing to publish a school paper during these times when—well, What we need more is not exactly clear, but there's a war on, isn't there?

If there is a war on, we should conserve paper. We have no right to use the printers' time; we are wasting man power. We ought not to spend the money that it takes. The writer has heard these things said. He has seen papers fold up. These things have caused him to re-examine into the purpose, work, and scope of the school paper to see if there exists at this time any

justification for the continued publication.

Is the school newspaper a tool or a toy?

If the paper is just a toy, then certainly it has no justification for existence now or at any time. Then truly it is what the businessman said, "not worth a bully d--n."

But if it is a tool, a good constructive tool, it may be more valuable in a time of crisis than at any other time.

Let us see! A good paper normally services at least five purposes: First, it provides a medium for teaching English to the section of the student body enrolled in the news classes. It is a well-known fact that students have increased incentives for doing good writing when it is understood that what they write may have to bear public scrutiny through the medium of the printed page.

Second, it may serve as an example of good, sound journalism to the entire school. Many schools use the school paper in the English classes for that purpose. While it may be said that the city or community paper will service just as well, the fact remains that students are more interested in the work of their own colleagues than they are in papers controlled by adults.

In the third place, the school paper builds up the school by backing worthwhile enterprises and worth-while people. *The Roosevelt Standard*, published weekly by the students of Roosevelt High School, Minneapolis, has this platform:

1. To create a favorable attitude in the

community toward Roosevelt High School by showing the achievements of the students and the faculty

2. To secure the intelligent appreciation and support of the student body for worthwhile projects in the school

3. To work for the good of the school community: students, teachers, and parents

4. To give praise where praise is due

5. To conform to the best standards of journalism

6. To encourage scholarship and good sportsmanship.

Roosevelt High School is one in which a high degree of democratic participation of students in school government is practiced. It is necessary that a good medium exist between the student governing bodies and the entire school. It is necessary, among other things, that there be some instrument to report the many activities conducted by all the agencies of the Student Council. The school paper does that.

Fourth, the school paper is an excellent medium for carrying into the home news of the activities in the school which especially affect and interest the parents and the alumni. This means not only news of the meetings of the PTA, the alumni meetings, and the various programs open to the public, but also the character of all the activities of the school so that the general public may be kept intelligently informed and interested in the school.

The Roosevelt Standard goes into the homes for two reasons. The first one is that the paper is distributed under a plan which will be explained later in another article. The second is that the habit and precedent was established three years ago when a post card was mailed to every home requesting the parents to ask for the paper each week in order that they might keep abreast of the school news. A checkup later revealed that the parents were acting on the suggestion and that the paper was getting into practically every home.

The fifth reason is that the school paper, together with the school annual, is really an historical record. Years from now there will be little or no record of persons and events except that provided by these two publications. In our state, both these publications go into the archives at the state capitol. When one thinks of all the records concerned with those now or soon to be in the armed services, this one point alone might be almost sufficient to justify publication of a school paper and annual.

To these five reasons should be added a sixth temporary reason which has already been suggested; namely, information and



An important duty of school boards.

¹Adviser, Roosevelt [High School] Standard, Minneapolis, Minn.

news that will stimulate and inspire the students in their school participation in the war effort.

The high school has a very important role in the war program. It is not necessary to call the attention of the school executives to this fact. Nor is it necessary to list all the victory programs, the fitness schedules, the bond drives, the farm-help training groups, the V programs of the navy, just to mention a few in which high school students play a vital role.

The school paper can make an all-out contribution to all these things. A telephone call at this moment calls me away to have me informed that the largest grower of seed corn in this area wants six hundred boys this summer to detassel seed corn. Will we please give this some publicity?

Interviews, human interest stories, news of alumni in the armed forces and auxiliary

groups, wartime hobbies, little stories connected with the war programs, all make for increased interest, more sustained interest, for increased activity, and for better results.

During the past year, we, in common with most other high schools in the country have sent the paper to the boys in the service. Six hundred go out every week. That the boys appreciate the real back-home news that they get is evidenced by the letters which pour back.

Is the school paper a toy? It can justify its existence as much as any publication. It can justify its existence more than many that use paper, and ink, and printers' time.

The facts on paper supply, the question of finding teachers to supervise the paper, two excellent methods for making the income equal the cost of publishing a paper will be considered in a later article.

A Counseling Plan in Action

M. R. Simpson*

Though guidance is as old as good teaching itself, it is only within recent years that it has become a definite part of the school's program. Wapakoneta, Ohio, schools have developed an outstanding system of organized guidance by means of well-planned counseling.

The first step in the development of the present program was taken eight years ago when one of the women of the high school faculty was given a free period for holding conferences with students. She continued her duties the following year, and one of the men was assigned to do the same kind of work. Six years ago, when these modest beginnings promised success, Blume High School's guidance committee of four teachers was appointed. Within the committee was a three-way organization. First, each teacher was assigned one of the following duties: (1) investigation of techniques of counseling and reporting of findings to other members of the committee; (2) preparation of forms for cumulative records for the use of the entire faculty; (3) compilation of a bibliography on vocational guidance and adding some of the best material to the guidance library; and (4) keeping other teachers informed about the work of the committee and "selling" the program in order to render the staff guidance conscious.

The second phase of the organization involves advisory duties. One teacher is counselor for freshman and sophomore girls; one for junior and senior girls; one for freshman and junior boys; and one for sophomore and senior boys, women counseling girls and men counseling boys. Furthermore, each teacher on the committee

is activity counselor to one of the four classes, freshman, sophomore, junior, and senior. The program, carefully planned before any publicity was given to it, was announced first through a letter addressed to the students which explained the objectives and services of the new system, and listed the names of the counselors and the groups in their charge.

A Letter to the Faculty

When the program was launched a communication was addressed also to the teachers. Urging that the success of a guidance program depends to a very great extent on the interest which the entire teaching corps takes in the work, it outlined the need and importance of guidance, explained the work of the guidance committee, requested teachers to make proper use of the cumulative record, urged them to stimulate the all-round growth of the individual pupil and to aim at teaching the student how to live. The principles were listed on which the program was based.

By this time upper classmen are acquainted with the work of the committee. At the opening of each year the counselors of freshman boys and girls, respectively, call their groups together and explain the functions of the counselor. In the past five years there have been many requests from students for conferences on their problems. In addition to individual conferences, counselors hold group conferences, usually biweekly, in which are discussed problems of mental and physical health, social usage, personality, parliamentary procedure, and vocations which are common to youth.

In March the four counselors begin conferences with each pupil regarding his schedule for the next school year. It is the



Miss M. Edith Campbell
Cincinnati, Ohio

Miss M. Edith Campbell, associate director of the Division of Personnel of the Cincinnati public schools, is an outstanding example of a growing number of professional educators who hold that schoolmen must take part in movements of community upbuilding and who give much time and thought to the development of socially constructive activities.

Miss Campbell, who organized and was the first director of the vocational bureau of the public schools, has been made chairman of the Cincinnati Community Chest for 1943-44. As the first woman to head the Chest, she expressed herself as greatly honored because she believes the Chest is the most strategic and socially useful group in the city. Identified with the Chest since its organization in Cincinnati, she was on the board of directors of the council of social agencies when it was first formed in 1913. This organization preceded the Chest, which was organized the year after the World War I, and Miss Campbell has been a member of the board since that time.

A graduate of the University of Cincinnati, Miss Campbell was the first woman graduate of the University to be awarded an honorary degree by that institution when in 1931 she was given the LL.D. degree. In 1939 she was the first woman to be elected chairman of the board of trustees of Ohio State University. She was also the first independent candidate to be elected a member of the Cincinnati board of education, and the first woman to hold public office in Cincinnati.

aim of the school that each boy and girl take the subjects best suited to his or her ability and plans for the future; hence, the reason for individual schedules.

During the second semester, the senior counselors conduct interviews which center about the postgraduation plans of the students and suggestions and advice are given with reference to college and vocations. Through the counselors quite a number secure part-time work while in school or full-time employment after graduation.

During the past four years the committee arranged to have a psychologist visit the school for a week to study problem cases and make recommendations. In preparation for the coming of this expert a personality test was administered to the problem students.

Pupils, teachers, administrators, and the guidance committee are pleased with the concrete results of this guidance program. Its fruits are adolescents better adjusted to meet the problems of life and a school happy and cooperative.

*Wapakoneta, Ohio.

Initiating and Organizing a Rural School Problem of Supervision

Ruth Power Logan¹

Cooperation is the keynote of any satisfactory school program. It makes no difference whether the scene be urban or rural, eastern or western; whether the personnel be teachers or administrators. To secure this cooperation becomes the chief aim of one who seeks to initiate and organize a rural school program of classroom supervision.

A philosophy of democratic, creative supervision is prerequisite to a successful program. Essential attributes necessary in leadership are encouragement, patience, sympathy, sincerity, kindness, cheerfulness, helpfulness, and friendliness.

Teachers must feel that they have in the supervisor a sympathetic friend who understands their problems; one who will treat their weaknesses kindly; one who is interested in each person as an individual. They must know that their viewpoints and opinions will be respected, that broad-mindedness is to be practiced by both teacher and supervisor, that favoritism is to be avoided, and, most importantly, that all are working together for the improvement of learning, not for prestige in the eyes of each other.

A supervisor must have or must develop the capacity to appreciate "little things" and to capitalize those if she is to succeed in rural school supervision. Criticism how-

ever tactfully given tears down, while encouragement builds up. To stress the good, omitting comment on poor features is to lead forward. In the development of the good points, the teacher doesn't have time to continue the poor and inefficient practices; thus the undesirable is eliminated.

Use Improved Procedures

To stimulate effort is most important. Often the spirit of "let well enough alone" has long prevailed. Still more often, the conscientious efforts of teachers have been met by such obstacles and reverses at the hands of politicians and community caretakers that teachers hope has faded. It is necessary to be ingenious and resourceful, to find possible ways of adapting recognized principles of improved procedures to the situation.

However, an abrupt change of policy is undesirable. It is disastrous to propound measures beyond the near-future reach of rural schools. Rather take that which is at hand, inferior school buildings, language handicap, inadequately prepared teachers, limited resources, poor roads, political interference — all the adverse conditions — and find feasible ways to accomplish worthwhile results, even if not the ideal. Set attainable goals, for nothing succeeds so well as the appearance and feeling of success.

An acquaintance with general conditions and customs is necessary for the formulation of a program that will be judicious. It pays to work slowly, thoughtfully, and carefully in order that the foundation of the organization may be laid securely. Haste only leads to remedial measures which are more time consuming.

An experimental attitude is necessary and usually hard to develop in teachers. Initial plans must be tentative, suggestions must be recommendations rather than dogmatic statements. Only their proven worth justifies adoption. All procedures must provide opportunity for adjustments. The program must be so organized as to make it possible, profitable, and pleasurable for teachers to cooperate.

A County of Vast Distances

Just how this thesis can be put into effect may be illustrated by a résumé of the initiating and organizing of a program of rural school supervision in Sandoval County, N. Mex., which is said and rightly so to have most, if not all, of the problems that befall a rural school educational system.

Remembering that no opportunity to exercise the major factors of supervision should be neglected, informal conversations with teachers, while selecting supplies from the storeroom before school opened, were used to create an atmosphere of professional fellowship.

A survey trip, without formality of questionnaire and made solely for the purpose of observing the teacher in his or her school environment, was an important step in setting up the program. The visit was not long, for brevity is desirable in a first visit where teachers are unaccustomed to supervision and likely to become nervous. This trip preceded the first general meeting with profitable results, leading to the planning and adoption of objectives for the year.

When only 7 of 42 schools are within ten miles of the school office, while the other 32 are from 25 to 85 miles distant and scattered over an area of 3800 square miles; when telephones are not available and mail is received in some cases but twice a week, it becomes necessary to develop a special system of supervision. When by careful calculation of school hours and stops so as to be in the right place to make a long drive during the lunch hour, before 9:00 a.m. and after 4:00 p.m., it still takes ten days and a thousand miles of travel to



The Jemez Springs school. An attractive two-room building, modern in its appointments and well equipped for a well rounded program of education, is located in the wooded mountainous section of the county.



The oldest type of school building in the county is simple adobe set in a frame of rough timbers. The sturdy character of the teacher and of the pupils in La Madera district is indicative of the fine quality of the population.

reach each teacher of one county for a 15-minute acquaintance visit, the magnitude of the work involved becomes impressive.

Zoning for Equalization

Dividing the county into zones was the only solution for the twin problem of communication and transportation. The arrangement had its disadvantages but an approach to the ideal was made by placing the schools in groups so as to make the problems of each zone as nearly common as possible.

Cuba zone had 13 schools, 11 of them one-room buildings. The Jemez region was composed of 12 schools, 6 one-room and 6 two-room schools. Bernalillo zone consisted of 4 large schools. Peña Blanca region was unavoidably the most varied. The handicap of excessive mileage rested upon the Jemez region where teachers drove forty miles over mountain roads to a central meeting point.

One fortunate feature attended the arrangement, that being an equalization of the number of teachers within the working units; even in Bernalillo the only zone having more than twenty members, lower and upper grade sections, made possible an efficiency not characteristic of either too small or too large groups. A too small group is likely to lack talent or to overwork a few individuals. A too large group fails to secure adequate individual participation.

Obviously, an afterschool teachers' meeting would not function in Sandoval County, but after experimentation it was found that all day bimonthly meetings were the answer for many problems. The social

aspects of the lunch hour promoted friendship and a feeling of unity which had never before existed. Teachers in a far-flung region became acquainted. Interest and enthusiasm grew.

The Supervisor Was Leader

In a county unaccustomed to modern methods of instruction and newer procedures in school management, it was expedient for the supervisor to retain leadership until precedents of improved instruction had been introduced. This was an adaptation of the ideal situation. Later group leaders were chosen; but the method did not prove successful under the handicaps of isolation for no one but the supervisor had an opportunity to travel about

to determine either the paramount problems or the teachers most able to present the necessary demonstrations. The function of planning was returned to the supervisor for it was she who had the greatest access to information and the necessary out-of-county contacts. Thus, the supervisor became a co-ordinator.

The tactful supervisor will be careful to give every teacher a chance to contribute to the programs. An early device used to enlist teacher participation, when they were yet timid, was that of a roll call to which each teacher responded with items of interest about her classroom. These responses were helpful, often amusing. The originality of contributions was surprising; the laugh-provoking items always an asset. Thus did timid and inexperienced teachers win their wings of self-confidence.

An advertising campaign started in each zone to call attention to the benefits of regular school attendance was arranged through window displays. Pictures of the children and their schools aroused interest in these exhibits and led to more prompt enrollment. A bulletin of suggestions on ways to improve school attendance was issued to the teachers with the request that they contribute devices for a future supplement. This teacher-written bulletin was issued the next year.

Bulletins That Inspired

Teachers found inspiration in another bulletin entitled "Attractive Schools" which was based upon practical measures that any teacher could apply. Transformations took place all over the county. Some schools acquired walks made of loose stones from the schoolyard that had formerly been all too handy for the pastime of throwing at unsuspecting heads. Others boasted of such improvements as the remodeled schoolroom which acquired a cloakroom, the wall of which became a



The one-room school at Guadalupe is located in a desolate, barren, soil eroded region typical of the sheer desert wastes in the level portions of the county.

theater front. Many rooms took on a more cheerful appearance with the addition of curtains and painted bookshelves. In one case, the outmoded teacher's platform became an acceptable bookcase. An unused fireplace, like an unused doorway, became storage space.

The most effective publication was one entitled "Desirable Aspects of Teacher Activities" which gave credit to each teacher for some good point observed during the supervisor's second and longer visit. It was unique in its appeal. It drew forth such comments as, "Do you know, I read all the way through and couldn't find myself." Upon being asked if he had been omitted, the teacher replied, "Oh no, I was there all right. I read it again." This was perhaps the only bulletin that was ever read twice.

A teacher's professional library and a materials bureau were started. Contributions were solicited in order that helpful materials could be added at little cost. Teachers by request kept a file of seatwork and units used; thus a supply of material was cooperatively obtained and exchanged with little teacher time and effort.

A well-equipped school laboratory was provided in the office, but it was not a satisfactory arrangement for the majority of teachers. Distances were too great, and infrequent trips made for many purposes did not furnish sufficient time for work in the laboratory. Taking the work-period idea into zone meetings is a more functional procedure for rural areas.

A True "Training" Meeting

Announcement sheets are necessarily a part of rural school supervision for verbal instructions are seldom possible and all too soon forgotten. An unsigned teacher questionnaire filled out at the close of each school year was a useful instrument for learning teacher reaction to various aspects of the year's activities and for determining future policies.

In a rural situation where janitor service was unknown a "School Clean-up Day" enlisting parent aid for a schoolhouse and playground face washing was an added help.

The two-day "Teacher Training Meeting" held just before the opening of the second year of the supervisory program was one of the most successful teacher aids ever employed. The auditorium stage was arranged as a model schoolroom. Only those articles available to every teacher were used. Apple boxes became bookshelves. Library and play corners were arranged, as well as worktable and seating units. The demonstration program was based upon the theme — "A Day in a One-Room School."

The zone organization still remains the most helpful device in a difficult situation. It has provided opportunity for distribu-



The teacher and her sturdy flock of pupils at the Puertocito school district. A building of adobe bricks well finished on the inside, heated and ventilated, and equipped with adequate teaching aids.

tion of materials and exchange of books, as well as a chance to discuss classroom methods and school legislative programs. It was through the zone meeting that the rural teachers of Sandoval County began to take an interest and an active part in affairs concerned with school laws and finance. This organization made possible an easier contact with teachers for other agencies such as the Red Cross.

Of late, the War Ration Board and other federal agencies have discovered the school supervisory system an important asset for reaching a people in isolation. Through this organization using the supervisor as agent it has become easier to disseminate information, issue instructions, and distribute materials. Thus has the rural school program of supervision become important in the scope of national events as well as significant in local educational affairs.

Teachers' Salaries

NEW NASHWAUK SALARY SCHEDULE

The board of education of School District No. 9, Itasca County, Nashwauk, Minn., has adopted a new salary schedule for the year 1943-44, which seeks (1) to make more definite the status of each teacher; (2) to enable the schools to attract and hold teachers of unusual merit; (3) to encourage the professional improvement of teachers in service; and (4) to induce young men and women with the right qualities of character, intellect, and personality to prepare for teaching.

The schedule is built on the idea of equal compensation for equal service. The value of service is to be determined by the attitude, native ability, professional training, and experience of each teacher, co-ordinated with the possibility and skill of the administration to utilize such service. The salary of each teacher new in the system will be

determined by the superintendent, who will appraise the training, experience, and other qualifications at the time of the initial appointment.

Credit for college work in addition to that required for the four-year baccalaureate degree will be: (1) study for graduate credit in a recognized graduate college; (2) college work to be of specific value in the school system to be approved by the superintendent in writing prior to pursuance of the study.

The maximum increase given to any teacher for any one year will be \$200. No back pay will be allowed on account of the administering of the \$200 maximum raise.

The Salary Schedule

All teachers are divided into two groups: those who have undergraduate credit, and those with advanced credit. Teachers in the undergraduate group, holding a two-year diploma and having two years of experience, will start at \$1,080 and advance to \$1,512 at the end of seven years. Teachers with three years' experience and 45 additional quarter credits, will begin at \$1,224 and advance to \$1,740 at the end of the eighth year. Teachers with a bachelor's degree and four years' experience will start at \$1,380 and advance to \$1,968 at the end of the ninth year.

Teachers in the advanced credit group will be divided into two sections: those with a graduate master's degree and those with advanced graduate credit. Teachers with a master's degree and 23 quarter credits will begin at \$1,440 and advance to \$2,088 at the end of the tenth year. Teachers with 22 quarter credits will start at \$1,512 and advance to \$2,220 at the end of the eleventh year. Teachers with advanced credit and 9 quarter credits will begin at \$1,560 and advance to \$2,328 at the end of the twelfth year. Teachers with 9 quarter credits in another group will begin at \$1,068 and advance to \$2,436 at the end of the thirteenth year.

The schedule is liberal in its allowances for sick leave and absences, holidays, and methods of pay.

Additional compensation of \$200 is allowed to married men with wife, and \$50 is added for each child up to three children. Single men receive \$50 for each direct dependent, and elementary principals are paid \$250 above schedule.

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Blunders of the School Caucus

Herbert B. Mulford¹

Basic to decent public school administration are decent and well-considered school policies, formulated under good professional guidance by an intelligent and reasonably informed school board, whose members are in duty bound to their community to represent faithfully the needs of the children of the community in all school-board action.

This is a very large order for uncompensated citizen servants of the public schools. Rarely are all the implied responsibilities assumed and carried through to fulfillment. There are many obstacles to the formulation and enactment of good school-board policies. They include the attitude of the state toward its own schools, both in state policies and in state aid, financial, reorganizational, and otherwise. Much depends upon the local professional leadership of faculty and board members on the part of the local administrator. An entire outlook on a given school system by its own school board may be changed merely by the changed personnel of administration and the added incentives toward improvement which may be fostered within the board by a new superintendent. But in the long run, progress or retrogression, adaptation to changing needs, as for instance from war conditions, and the whole outlook, even of the community, depend to a very great degree upon school-board personnel. Carrying this back one degree farther toward the community itself, we find certain important responsibilities placed upon the caucus method of nominating candidates for the school board. In many situations nominations are so nearly equivalent to election that blunders inherent in the caucus action are, in turn, so important that within the school officialdom some attention should be given formally to impress upon the community certain basic matters in such responsibilities.

In those states where school-board elections were held this last spring there are reported a sufficient number of cases of results from elections which are directly inimical to good school government to seem to make it important that members of the profession give the subject some attention. Little has been written on the subject professionally and practically.

Effects of "Ganging" the Polls

One case is that of "ganging" the polls because one small clique did not like the superintendent. This man had held a very high professional position, but received only \$3,900 yearly salary. Much publicity had been given the "extravagance" of this salary. About an hour before the polls

closed the clique herded several hundred people, who were quite ignorant of the real animus of the campaign, into the polling place. The clique gained the election. The campaign had been to dismiss this superintendent under pressure of local minority antipathies. It is impossible to know what future policies will be carried out.

In another case, difficulties arose between a superintendent who had served only two years and a board which had been used to meeting without administrative guidance, had hired all teachers directly without the superintendent, and some of whose members had accepted bribes for the placement of teachers. The administrator was in a difficult spot under any such circumstances. His contract was not renewed; the teachers started a strike; the PTA raised a great disturbance; a member of the board eventually went to jail. The patrons have become election conscious.

In a third case, even though the superintendent was supposed to be protected by the state tenure law, a board demoted him from \$5,000 yearly to a job at about \$1,800, possibly hoping that he would resign. And this in the face of the fact that only two or three years earlier he had been promoted from assistant superintendent to superintendent. It is impossible this early to predict what will be done to school policies in that city. Elections have become unusually important.

In a fourth case, which occurred several years ago, there were minority objections to policies of an administrator of international reputation. A small clique determined to "gang" the polls, but the caucus and the incumbent board determined that no such tactics should be used. There was a vigorous open campaign on the issue of retaining the superintendent and the current policies. The number of votes cast was fifty times normal. The administration and its policies remained intact.

In a prominent university town, with a rapidly growing Negro community which required one whole school building for the racial minority, white parents dominated the caucus. There had been obvious need for some attention to requests for Negro teachers, which possibly the board had ignored or had not known how to handle. A bright young Negro doctor of philosophy decided to attempt to settle this problem by running for election through a petition independent of the caucus selections. Usually the vote was about 1 per cent of the population, but when the race question was precipitated the white population ran the vote up to above 10 per cent and elected the caucus nominees. However, another group of very democratic people

decided this was begging the question, and subsequently placed in nomination a white candidate with broader board views. Negro teachers now work in the Negro school. The problems of that area have not been wholly solved. Incidentally the caucus is clique controlled and operates under a rule banning nominees from board membership who have served three terms. Surface indications are that there is need for greater local understanding of racial groups and of ways and means for better public relations conducted by school officials.

In a rapidly growing suburb, most of the population, money, and home development were east of the tracks, but the west side was also growing, especially in new school needs. The caucus very wisely changed the apportionment of board members to an even balance of candidates from both sides the tracks. Sporadically, a west-side group put into nomination so many independent west-side candidates that the geographic balance might have been five to one on that side. This immediately precipitated a contest in which the caucus was required to support its own candidates vigorously at the polls and the caucus candidates were elected.

In a community nationally notorious for mobsters and gun play, where board presidents have been threatened by labor racketeers with bombing of their homes, there was grave suspicion of graft. Organized parents brought to the grand jury testimony of conspiracy on board purchases which seemed to involve even the administrator. Criminal prosecution failed to establish conspiracy. The caucus nominated candidates from parent group suggestions. The men who had been under indictment were strong enough politically to defeat at a sharply contested election the caucus nominees about five to four. In such a highly political situation, problems may be almost insuperable.

Apathy of Voters Responsible

Basically in such cases we find an election upset, with subsequent violation to the incumbents' policies, due to apathy of the local community, to assumption that the status quo is good, and to the attitude that voting at the school elections is merely a compliment to the incumbents and to their policies. It is quite common that the number of votes cast at school elections may be only $\frac{1}{2}$ or 1 per cent of the electors. Currently there have come to attention a vote of 34 people out of a population of 18,000 and of 150 to 300 votes in populations of 30,000 to 40,000. In circumstances of such apathy and lack of alertness by the patrons of the schools, and in view of the grave danger at any time of a minority

¹Wilmette, Ill.

clique "ganging" the polls, with the caucus candidates normally being elected, the matter of nomination takes on added importance.

By having indicated cases where possibly the burden of testimony was against arbitrary and capricious action of minorities, it should not be understood that there are never cases where changes should be made at the polls. There are many situations where school boards and their incumbent administrators and even faculties have been so unprogressive that political upsets have been desirable. New blood should flow into faculties, administration, and boards continuously. But the process should be orderly and intelligent. When upsets are spectacular and much bad political blood has been spilled, the schools themselves, and therefore the children, may suffer for several years. And yet the purpose of the democratic process whereby the schools may be "kept close to the people and their needs" must be to operate at the polls if boards and administrators are not alert to ways and means of providing intelligently what the children need and, through wise public relations, annual reports, and embracing all elements in the community in an understanding of school needs and the policies based on them, meet childhood's needs continuously and progressively.

Granting that undue disturbance at the school elections are not desirable, but may be the lesser of two evils, there arises the very important question of school-board candidates and what should be done about them. As one eminent authority on school administration puts it, after all, any machinery is merely that for "picking." We like broadly to think that this "picking" has the sanction of a democratic process in itself. We know that primarily this often is not the case; that often the caucus is merely a one-party machine, and that frequently the candidates of this machine are picked by an inner group, often from the "parent-teacher" group minus the teachers. Thus a cog within a cog operates to play upon the credulities of the apathetic public, which so rarely votes because someone else has done this job for the 99½ per cent of the electors.

Groups Who Influence Elections

In these circumstances we have a number of sharply differing points of view regarding the school board, and these, in turn, dominate the thinking regarding candidates. At least the following groups may do part or all the thinking at the caucus:

1. A definite political party, though in smaller communities this may be infrequent
2. The parent group, usually organized under the misnomer of "parent-teacher," for frequently the teachers fear to express themselves civilly or politically
3. A variety of local service or civic groups, often supposed to function really democratically, but also frequently clique controlled
4. School-board members who may or may not be perpetuating a board for ulterior purposes

5. The self-perpetuating machinery of the caucus itself

6. The somewhat unguided group of mere citizens who get together, talk things over, and do the picking the best they know how.

Doubtless there are other variants on the sources of thinking on the needs of the board. In thousands of cases over the years, the vast majority of elections have operated to give the country a steadily progressing type of school administration, policies, financial support, teacher improvement, and broadening of school services. At the same time, in thousands of other situations, in the backwaters of the country where exist radical inequalities of educational opportunities, we must acknowledge that bad thinking of boards and administrators must have been influenced in some degree by bad thinking and downright blunders of the caucuses which nominated and caused to be elected the types of board members who did not rise to the challenge of improving school conditions within their abilities.

If one will spend some time with eminent specialists in the law of school government, and will look at the procession of school officials who come for advice with troubles in their hands, one cannot escape the conclusion that board members themselves, and therefore to some degree the caucuses which nominated them, have not understood the immense responsibility which election to a school board imposes on the uncompensated men and women of the community. The school lawyer with wide practice testifies broadly that school-board members often pass over to the members of the profession practically all responsibilities except formally approving for the sake of legality the actions which they should have understood, should possibly have initiated, and should not have accepted merely for so much perfunctory "rubber stamping." Similarly there are unquestionable signs that in thousands of cases the board members considered the responsibility merely comparable to that of serving on a city, village, or park district board; whereas there is a wide distinction due to the need to understand what education means to the community and its children, which differs much from mere details of brick, mortar, and money in other fields of civic enterprise, no matter how important. There is further testimony that board candidates have not understood how much time may be needed and how arduous the work which they may be called upon to do, particularly in the circumstances of the present rapid changes in public school situations brought about by the war. Often it is assumed that only three or four meetings of the board per year are needed in the very small districts, and only monthly meetings in the larger districts. This may run sharply counter to the real demands of the times, especially when the better advice coming out of universities and administrators is for a special meeting once a month merely to discuss the difficult problems of changing school policies.

Citizens Qualified for Candidacy

For the most part, it appears that caucus systems are not created to understand any of the foregoing details. Broadly speaking, the tenor of many a caucus is merely to pick men and women from the point of view of integrity, common interest in the community, presumably parenthood of children currently in schools, some degree of youth, and if possible experience in some school of higher education, preferably with a degree. There may be added to this the thought that the candidate shall be something of a leader in local affairs. One would not gainsay the validity of such attributes, yet within these qualifications the caucus may miss the willingness of the candidate to look objectively instead of subjectively at all school problems.

One has in mind two eminent attorneys whose children had had some minor scholastic trouble with a teacher; they wished to get on the board to dismiss her. They did not succeed, nor did they make a great issue of the matter. When the teacher died, she left a large benefaction to the pupils. Had any caucus known of the desire of either of these two men, without the ulterior motive, they would have been put in nomination.

Similarly, there is testimony that in thousands of cases boards have been dominated by an "antitax" clique composed of men who have perpetuated themselves on the board for years for the express purpose of holding down local taxes, regardless of childhood needs. And to such, there seems to be no thought that this is not a principal and proper board function. A slight variant on this attitude is where the board may definitely assume that it should serve as a stabilizer between a too harsh public and a too money-conscious administration and faculty.

On the other hand, we find many boards which have given much thought to the preservation of school policies, with their evolutionary development, of standing stanchly behind administrators and faculty members of proved worth, of insisting with the public that decent tenure be guaranteed the professional and nonteaching staffs, and that the ultimate worth of the school system to the children dominate all school policies.

Broadly speaking, it can be said that caucuses do not think upon all such matters. This is due, in part, to school-board assumptions that the board is merely to take care of finance and physical affairs and need not even explore the educational situations. One hears repeatedly in public statements by board presidents that all that is needed educationally is to employ a good educator and let him run the show. This means, of course, mere abdication of the board in the most important of its functions, which is to know enough of educational requirements to exact from the administration and faculty the best education in the circumstances. This is not hair splitting; board members who do not know anything of the needs of childhood, of rapidly changing educational criteria, of the

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outrages of unbalanced curricula, and of the numerous strictly educational matters, as well as of the difficulties of taxation, district reorganization, decent fiscal policies, and the like, do not serve the community adequately. Yet the caucuses rarely if ever understand these measurements of board candidates as well as do good superintendents or board members who have served efficiently.

Some Bad Rules

Aside from the blunders made by the caucus in not understanding citizen qualifications which may need to be put into play when school boards run into trouble, there is the commonest kind of blunder which, by rules of the caucus, produces two bad results. One of these is to operate nondemocratically so as not to admit people outside the caucus to give suggestions both as to specific candidates and as to needed candidate qualifications. The other is to adopt certain rules to stop the most democratic process at the polls, such as saying that board members may not succeed themselves more than once or twice.

The first of these caucus limitations bars the caucus members from the best sort of information as to what the board really may need in membership timber at a given time. On the one hand, this means that a clique will run the caucus and perhaps as viciously as any party machine. On the other, it means that the very people who know the most of the situation may be very reluctant to appear before the caucus to volunteer suggestions or counsel. By all odds, the two types of people most conversant with this situation should be the superintendent and members or ex-members of the board itself. This may sound as if self-perpetuation were at work. This need not be so. If the caucus calls in such people and asks for the qualifications most needed at the time, the name of a candidate need not be mentioned; all that is necessary is to know the *type* which best would serve. Rarely is there a school caucus which, in the circumstances, knows more of what is needed than present or past efficient school officials.

The second point, in regard to length of board membership, goes to the roots of many school troubles. One rarely meets a competent school official who does not concur with the idea that long, staggered terms of board membership are desirable in order that "gang" elections, if successful, may not give over complete control of the board, and thus break or threaten the continuity of well-considered and long-established good school policies and practices. Yet one of the shockingly bad practices of school caucuses is to assume that the school-board job is an honor which should be passed around the community, irrespective of the type of the incumbent and what he or she does or can contribute. The uniform experience of the writer is that board members do not know within several years of service their responsibilities or understand the fine degree of ability needed to differentiate between wise delegation of administrative and teaching powers to the profession, and mere

abdication of authority which produces apathy, neglect of duty, and eventual harm to the school district. Caucuses never understand this position in full degree. Thus one finds repeatedly a caucus rule which says a board member shall never be nominated to serve more than one, two, or three terms, irrespective of ability of the member or of the specialized need of the board which this member fills.

Typical Caucuses

In the light of all these circumstances, it may be of interest to mention several specific examples of school caucuses and their operations:

1. Possibly as common as any is the composite group which purports to be made up of delegates from various civic and service groups. Here rather uniformly the groups alleged to be represented usually cannot be committed to support the findings of the caucus. To that degree the device of such delegate naming may be democratically ineffective. But as previously intimated, a dominant clique may come to the caucus, possibly instructed by another group or with candidates already chosen. In such cases, of course, the caucus is not democratic, but is the agent of clique rule.

2. Another type is that which is called together popularly, not by appointment from other groups, but is in itself self-perpetuating by rules of its own election. If these rules are elaborate, and if the community takes for granted the authority of such a caucus, this machinery may effectively take the place of the election itself, which becomes merely a ratification by legal process of what the caucus did.

3. Another type is found where the school board itself calls the caucus, sets the problems before the members, states the needs of the school board, and lets the members of the caucus select candidates as best it can. Sometimes this method has the added value of opportunity to tell the caucus of needs of the school system for some additional referendum on school taxes, bond issues, new building sites, buildings, and the like.

4. Possibly the most democratic process which has come to the writer's attention is where in one community the school district caucus machinery operates geographically in several sections. In each of these neighborhoods preliminary caucus meetings of small neighborhood groups are held largely stimulated by interested parents, but under the device of a definite system. At the neighborhood meetings, needs of the schools are discussed intimately and suggestions are made of men and women who might best serve the board in the light of such express needs. Then there is a central meeting of instructed delegates from each of the smaller group meetings. Of course, there must be compromise in the final selections. At least there has been placed before the caucus a considerable number of names for consideration, which removes any stigma of mere self-perpetuation of the board or of star-chamber caucuses.

A variant on this situation and method is had when the caucus deliberately follows a policy of putting up at least two candidates for every board office. This automatically produces a contest at every election, which may be a democratic process, but which often is too disturbing for certain types of individuals, who dislike such contests, to accept the candidacy. This may thus automatically rob the board of otherwise valuable timber.

Vested Interests on Boards

One aspect of the caucus most fraught with difficulty is the result of the type of caucus-member thinking which espouses the nomination of vested interest candidates. This is all too common in party politics, but usually in such circumstances the personal motivation is pecuniary, which is supposed to be taboo in school elections. Reference here is not so much to that type as it is to the desire of certain community minorities to have specific representation on the school board in order to serve such minorities. One such group is the teachers, many of whom wonder why they should not serve on boards in order to get what they want from the board—for instance, higher salaries. It is difficult to see here any difference between such a motive and that to get coal or candy contracts for board members. Another is not to have the teacher herself on the board but to have some shrewd lawyer, for instance, who will represent teacher interests from a selfish point of view. A variant on this is to have specific representation from local business, religious, national, or racial groups for the purpose of getting what those minorities wish, often in broad school policies, but also possibly in teachers' or janitors' jobs, contracts, and so on. Where such situations are dominant in the caucus, it is not unlikely that the board itself has been at fault in not meeting minority needs of children reasonably. Obviously the answer to all such vested interest approaches to board elections and to caucus nominations is to put the level of the board so high in the esteem of the community that only childhood's honest needs shall swing public opinion.

After having observed for more than a score of years various types of community explosions, faculty strikes, school districts financial disabilities, and summary dismissal of competent administrators with ensuing violation of good public school policies, one is convinced that, just as the school board needs education at the hands of the home professional administrator, so school caucuses in the vast majority of cases would benefit the school board and its operations if they called in for consultation the best informed people of the community, who generally speaking, are present or past local school officials. However, in many situations indications are that these school officials do not understand the ways and means to good public relations. Not unusually the caucus is so poorly informed on the technique of school-board government in education that it does not know how to follow through with recommendations,

(Concluded on page 55)

A Report Card Designed to Enlist the Parent's Cooperation in Rating and Guiding the Child

Carl A. Roos¹

After having used several types of report cards over a period of many years, together with considerable study of curriculum-report-card involvements, the teachers of the Metuchen elementary schools felt that there is a definite place for parental participation in marking and evaluating pupil progress. The teachers set about to devise a report card that would serve the purpose of giving the parent a valuable school report and, at the same time, enlist the parent's interest and cooperation in both his own child's progress as against his interest in "marks" only — and in the entire school program.

The outcome was a report card designed mainly along the lines of modern report cards, which calls for the evaluation by the teacher of pupil traits and characteristics which are generally considered as conducive to school progress and good social adjustment, with special provision for the parent's participation and evaluation.

In a section provided for the parent's marking "of the child at home" the parent is asked to evaluate certain traits and characteristics of the child in his out-of-school time having an important bearing on the child's full development and important to his school life and progress as well. The parent is told that such evaluation of his own child is not easy, and he is given help in a suggestion to "try to imagine how a fair and friendly neighbor would mark your child." Difficult, but worth trying.

This section of the card is designed to do three things. First, it provides valuable information to the school in guidance problems when discussing these with the parent or pupil. Even the parent who refuses to cooperate in evaluating the child gives valuable guidance and conference data merely by his refusal to cooperate, as does also the over-indulgent parent or the parent who may be too severe. If the parent's report is too far out of harmony with the child's school behavior and progress, a conference is necessary. Second, it causes the parent to ponder that home and other out-of-school environment has its implications for the child in school as well as out. Said one parent, "I like it, but I find it difficult to evaluate my child fairly, and I find there are a number of things I as a parent must do better from now on." Third, in being brought face to face with the problem of evaluating the child, it is hoped the parent will weigh more carefully and with greater understanding the teacher's rating, and that many parents, by taking a greater interest in the school program as an instrument in the service of the child's development, will lose sight of marks

as such and take a real interest in the child's true growth and development.

Every school has a serious problem in the child of low ability. Because of his maturing socially and physically he must be moved along. One cannot keep a twelve-year-old in a second grade of seven- and eight-year-olds just because he cannot achieve above the second-grade level in the usual grade subjects and in most schools special classes are not available, even if desirable. Yet, this low-ability pupil will adjust well and be a valuable member of his school society, as he will later in adult society, if he is given a program that suits his ability. To such a pupil and his parents it is not only discouraging, but harmful for the child, to bring home month after month, year after year, an unfavorable report card. These cases are sensibly and

humanely cared for in the new report card by a note under the Teacher's Remarks that "this pupil is marked according to his ability and not according to customary grade ratings." His card is a good card. He knows that he cannot read and cipher as well as most of his classmates, but he knows also that he can be a worth-while and appreciated member of his class, and his report card helps him by giving him the written evidence. On the other hand, no one is deceived whose business it is to know and understand. The report card may be presented with his transfer anywhere and the receiving school has the necessary information to proceed with his placement, without undue questioning or any humiliation or embarrassment to pupil or parent. The new card has much potential value in the field of elementary education.

REPORT OF CHILD AT SCHOOL		V. SCHOLASTIC STANDING		VI. ATTENDANCE REPORT		REPORT OF CHILD AT HOME	
I. SOCIAL ATTITUDES 1. Works well in group 2. Shows discrimination in following leadership 3. Considers rights of others 4. Shows good sportsmanship 5. Gives and receives suggestions in a friendly manner 6. Responsible for own actions when not under teacher's supervision		1. Reading 2. Arithmetic 3. Spelling 4. Writing 5. English 6. Social Science 7. Project Work		1. Days Absent 2. Times Tardy		Note: Pages 4 and 5 are for you, the parent or guardian, to mark each period. It is not easy to mark the items listed correctly. It may help you if you try to imagine how a fair and friendly neighbor would mark your child. The school's main interest is in the child's growth and development. A fair and honest consideration of the following items will often aid the teacher in a better understanding of your child.	
II. TRAITS 1. Keeps at piece of work until it is completed 2. Does his work to the best of his ability 3. Thinks for himself 4. Respects his own and others' property 5. Has habits of promptness 6. Cooperates for general safety 7. Practices good personal health habits		HEALTH DATA Date _____ Date _____ Date _____ Weight _____ Height _____ Here is a report of physical conditions which might interfere with your child's health or retard his progress in education, if not corrected. A check here indicates the need for immediate attention of the family physician or a conference with the teacher.		Defective _____ Reported Corrected (Date, etc.) _____ Eyes _____ Hearing _____ Heart _____ Nose _____ Teeth _____ Tonsils _____ Speech _____		Please use the following system for marking: Yes — Always. Few exceptions. O — Occasionally. No — Seldom or never.	
III. CLASS PROBLEMS 1. Takes part in class discussions 2. Asks thoughtful questions 3. Makes important voluntary contributions from outside sources		REMARKS OF TEACHER _____ _____ _____		I. BEHAVIOR 1. Speaks and acts respectfully in presence of others 2. Teases or takes advantage of others 3. Uses things belonging to others only with permission 4. Takes unfair advantage to gain his desires 5. Gets along well with children in home and neighborhood			
IV. WORK HABITS 1. Completes assignments 2. Has good housekeeping habits 3. Makes worthwhile use of: a. Spare time b. Library c. Handwork materials		WORK IN HOME - NEIGHBORHOOD 1. Shares household tasks willingly 2. Solves problems met in these tasks himself 3. Shows consideration for others 4. Sees and does tasks of his own accord 5. Wants to be trusted in carrying out responsibilities 6. Tries not to find fault 7. Works steadily until task is completed		Special attention is called to the serious consequences of irregular attendance. The loss of even a portion of a school session often proves a serious interruption in progress, and tends to produce a lack of interest in school work. Excuses showing cause of each absence or tardiness should be sent promptly to the teacher or principal on the return of the child to school. If absence is more than one day, send word to the school on the second day.		METUCHEN PUBLIC SCHOOLS METUCHEN, N. J. 3, 4, 5, 6 Name of School _____ Pupil _____ Grade _____ Date _____ Teacher _____ It is our earnest endeavor to assist your child in every possible way. This report will be issued five times a year. We suggest that you give it careful attention and that you discuss it with your child. If there are any questions in regard to the report, may we urge you to confer with the teacher, or with the elementary principal regarding it. Report Dates: Last week in October, December, February, April, June. All conferences should be arranged in advance whenever possible. Conferences with the principal may be arranged for any time of the school day. Conferences with teachers must of necessity be scheduled after the close of the school session.	
GROWTH IN THE HOME 1. Shows judgment in care of his belongings 2. Has good appetite 3. Eats regularly 4. Sleeps regularly and well 5. List below the regular household duties of your child.		SIGNATURE OF PARENT OR GUARDIAN Period 1 _____ Period 2 _____ Period 3 _____ Period 4 _____ Period 5 _____ At the close of the year, or when transferred, this card will remain in school and parent will receive the office duplicate.		PLACEMENT REPORT Date _____ Pupil's Name _____ is recommended for placement in _____ Grade _____ Teacher _____ Principal _____		EXPLANATION OF GRADING S. — Strong. Above grade level. Av. — Average. On grade level. P. — Below grade level. W. — Weak. Below grade level. School Telephone: METUCHEN 6-1030	
SPECIAL INTERESTS Does child have outstanding preferences and interests, or hobbies? If so, list these here.							

The Metuchen report cards are folders measuring 10½ by 5½ inches and arranged to be folded in an ordinary envelope. The forms for the primary, the middle, and the upper grades are arranged to meet the particular organization and objectives of each of these divisions of the elementary school.

¹Director of elementary education, Metuchen, N. J.

State Aid for Transportation of Rural High School Pupils in Minnesota

Elmer C. Darling*

Among the numerous devices with which states have been experimenting in their efforts to equalize educational opportunity is financial assistance for transportation of rural high school pupils. The chief problem has been transportation of the child who attends high school in some other district. Such a child is commonly known as "nonresident" so far as the high school is concerned. State aid for transportation of such pupils has been used in a number of states. In 1937, Rivenburg¹ found that 16 states were providing partial reimbursement for funds spent for transportation. Some states reimburse districts fully or in part for boarding and rooming nonresident rural children in lieu of providing transportation.

Olson found the trend is toward more states using state aid for transportation of high school pupils.² In 1941, Ohio was using state aid to care for the transportation of all public school children living more than one mile from school. Nebraska and Missouri were among the states providing state aid or reimbursement for this purpose, and several other states were using it to a more limited extent. Minnesota is among the states which recently initiated a project in this direction.

The principle of state aid was well established in Minnesota previous to its use for transportation services. Furthermore, about four years earlier Minnesota had embarked upon a program of equalization of educational opportunity. In his inaugural address in 1937, Gov. Elmer C. Benson made the following statement of policy: "I urge the passage of a bill, together with such appropriations as may be needed, to furnish free transportation to all rural high school pupils. Urban centers of population and wealth owe a great educational debt to the rural territories of this state, and yet the sad fact exists that the rural child today has fewer and poorer educational facilities than other children in the state. Forty-four per cent of the rural children of high school age in Minnesota are not now in high school because their parents, in many cases, cannot afford to pay the cost of transportation."³ However, the statement in this inaugural address did not close the matter. Further interest was manifested by the Minnesota School Board Association which at its annual

meeting in 1937 adopted the following resolution: "Whereas, it is a well-known fact that equality of educational opportunity is not available to large numbers of children residing on farms, and Whereas, we believe that the extension of transportation facilities by districts maintaining high schools will in a large measure remedy this situation, therefore, Be it resolved, that the Minnesota School Board Association urges that the legislative committee work for legislation providing for payment of aid to school districts maintaining high schools as reimbursement for the cost of transporting high school students."⁴ In that same year the Minnesota legislature passed the following law: "School districts may use their transportation equipment for the transportation of nonresident pupils upon permission from the State Board of Education; and no special state aid shall be paid for any nonresident pupil transported or boarded illegally or contrary to the standards established by the State Department of Education. The State Department of Education shall formulate such rules and regulations as may be necessary to the end that there shall be no competition between school districts for the enrollment of students."⁵ It is evident that it was the intention of the legislature to create a situation whereby a flexible set of rules and regulations could be established and modified as conditions and experience indicated the need, and that it was particularly concerned with curbing the natural competition among the schools for nonresident pupils. The lawmakers, therefore, charged the state department of education to so rule that there would be no competition between school districts for students. The exact wording in the law is "no competition." The legislature further provided a fund of \$150,000 annually for reimbursement of those districts taking advantage of the law.⁶ One year later this sum was increased to \$200,000, at which level it has continued to date. In the appropriations act the legislature again clearly indicated that the operation of the law was in the hands of the state board of education.

Under the broad powers granted to the state board, a rather comprehensive plan was developed. Each county was divided into high school areas, and the high school in that particular area could apply to the state board of education for permission to use its transportation facilities to transport nonresident high

school pupils in its "high school area." The high school district and its "area," therefore, were more or less natural marketing areas of the town in which the high school was situated. In this way the state board carried out the mandate of the legislature that it eliminate competition of high schools for nonresident pupils. The state also paid the standard \$7 per month nonresident tuition to the receiving high school for accepting the pupil. Many districts were able to add pupils to their classes without materially increasing the total teaching cost. The tuition received enabled the districts to reduce local taxes or offer more services to the pupils. In either case, there was definite encouragement to compete for pupils living between two high schools, if competition was permitted. Districts operating under the law were strictly limited to transportation of pupils living in school districts not maintaining a high school.

A district which applied to the commission to operate under the law was required to show that it was not using seating space in buses which was needed for resident pupils and that the cost of transporting a pupil was being collected from the district in which the pupil resided.

Among the more important regulations set up by the state board in carrying out its instructions from the lawmakers were the following: (1) The state reimbursement for transportation should not exceed two thirds of the actual cost, with a maximum aid of \$4 per pupil per month. (2) No state transportation aid could be secured if the parents of the pupils reimbursed the local rural district for its share of the cost. (This local cost was the amount the cost of transportation exceeded the state aid per pupil in that district and constituted at least one third of the total cost of transportation.) (3) The transporting district was required to charge the rural district the average per pupil cost for each pupil transported on that particular bus. (4) If the funds provided by the legislature were insufficient to meet two thirds of the total transportation costs up to the maximum permitted per pupil, the appropriation was to be prorated. (5) Districts were permitted to provide board in lieu of transportation.

This gives us a skeleton of the law, but school administrators are more interested in the operation and effect of the law and in determining how nearly it carried out the philosophy shown when the law was passed. This law was passed as our country was feeling its way out of a major depression. The years 1933 to 1937 were a part of the period in which the enrollment in the high schools all

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¹Rivenburg, B. E., "Legal Provisions on Transportation of High School Pupils," *School Review*, 1937, Vol. 45, pp. 210-212.

²Olson, R. N., *A Study of Non-Resident High School Pupil Transportation in the State of Minnesota*, Unpublished Master's Thesis, N. Dak. Agr. College, 1942.

³*Minnesota Educational Journal*, "The Governor on Education," February, 1937, p. 248.

⁴Annual Report of Minnesota School Board Association, March, 1937.

⁵Laws of Minnesota Relating to the Public School System, Section 342 (4).

⁶Minnesota Special Session Laws, 1937, *Educational Appropriations*.

over this country increased materially. The trend of high school enrollment in Minnesota reflects the national picture.

Before examining the actual data, a few general observations are timely. The best way to study the situation is to examine the effect upon the high school enrollment and to compare the four years previous to the passage of the law with the four years following its enactment. Olson^a selected typical rural counties in Minnesota for careful analysis. These counties had a 50 per cent increase in enrollment during the four-year period immediately preceding the passage of the transportation aid law. Furthermore, this increase was largely due to the increase of resident high school pupils. This group increased about 60 per cent, while the nonresident group showed a 30 per cent increase. There was great diversity in this respect among the 11 counties studied.

With this general picture before us, we turn to the four-year period which followed enactment of the law. In 1938-39, or during the second year of the operation of the law, the largest number of districts received state transportation aid. No doubt a causal factor was the discovery by actual experience that the appropriation of the legislature was insufficient to reimburse for two thirds of the total transportation costs. In fact, it was necessary to prorate the funds each year, and in no year did the reimbursement prorated reach 50 per cent. Therefore, somewhat over 70 per cent of the total cost of the transportation each year fell upon the rural home district of the pupil. This situation discouraged many districts from further attempts along this line. It also created a situation where one school district in the "high school area" might be cooperating, while another rural district closer to the high school might not cooperate. This would increase costs since it would be necessary to transport the pupils living in the cooperating district completely across the non-cooperating district in order to reach the high school. The average mileage per pupil transported was frequently increased considerably in such cases. During no year since the passage of the law have the majority of the districts in the state applied for transportation aid.

Although the number of participating districts reached a peak in 1938-39, the number of pupils continued to increase during the next two years, but the rate of increase was not so rapid. The number transported in 1940-41 was about 7 per cent greater than two years earlier.

When the application of the law to various counties is compared, great variations are observed. After the passage of the act there was a definite decline of resident pupil enrollment in eight of the eleven counties, with a net loss of 33 per cent during the first four years. Unfortunately, it is not possible to compare the eleven counties studied by Olson^a with the state as a whole because the state statistical report has not been published for

TRANSPORTATION OF NONRESIDENT HIGH SCHOOL PUPILS IN MINNESOTA DURING THE FOUR-YEAR PERIOD 1937-38 TO 1940-41, INCLUSIVE

	1937-38	1938-39	1939-40	1940-41
Total number of rural school districts in Minnesota ^a	7,607	7,607	7,607	7,607
Total number of rural school districts applying for reimbursement transportation aid ^b	2,750	3,399	3,277	3,288
Per cent of rural school districts receiving transportation aid	36%	44.6%	43%	43.2%
Total number of eligible pupils that were transported in the state ^c	16,186	22,686	23,179	24,369
Average per pupil cost of transportation for the state	\$31.97	\$30.93	\$31.13	\$29.62
Average per pupil amount of reimbursement for the state	\$ 9.24	\$ 8.74	\$ 8.51	\$ 8.20
Percentage of total transportation cost borne by state	28.9%	28.2%	28.2%	27.7%

several of these years. In the eleven counties studied, the decline in resident enrollment was offset, in part, by a 36 per cent increase in the number of nonresident high school pupils. Since the nonresident enrollment during the entire period was considerably smaller than the resident enrollment, the net loss for the entire high school enrollment was 28 per cent. It is quite evident that these counties were experiencing a population change, which was partially hidden by the tendency of more rural young people going to high school. The average high school enrollment for the eight years (1933 to 1941, inclusive) was somewhat greater than in 1941.

More high school teachers were needed in these eleven counties during the last four years of the eight-year period. However, it was impossible to determine whether transportation aid was causal. Improving financial conditions in the state may have been primarily responsible for this change.

In the light of the available data, the following tentative conclusions may be drawn as to the effect of the law: (1) A sizable minority of the rural school districts have cooperated each year under the law. (2) A large number of nonresident pupils have been transported under the provisions of the law. (3) The number of rural elementary pupils transported increased materially during the same period, although there is no provision under this law for aid for transportation of elementary pupils. (4) During the first four years of the operation of the law, bus routes tended to increase in length. The increase in size of load was not as great as the increase in mileage. (5) There was a definite trend toward the use of larger buses, the bulk of the new buses sold during the period being 36-54 pupil buses in contrast to the 30-36 size used previously by many school districts. (6) There was a great diversity in the use of the law. The limited data indicate that the greatest use was in areas where the population was more rural, but had fairly good highways. The less heavily populated northern sections of the state seemed not to benefit from the

law to the extent which was apparent in the more thickly populated farming areas. (7) The number of nonresident high school pupils transported has exceeded the total increase in nonresident pupils during the four-year period after the law went into effect. In other words, many of the pupils transported under this law were previously attending a high school in some school district, and the parents were financing the cost of such transportation. This points out that the effects of the act cannot be measured fully by observing the increase in nonresident high school enrollment. (8) It is quite evident that a much larger appropriation is necessary to carry out the spirit expressed in Gov. Benson's inaugural message. To provide the maximum transportation aid permitted under the present regulations, an annual appropriation of approximately \$500,000 would have been needed in 1941. However, there is nothing in the law to indicate that the legislature intended to limit the state aid to two thirds or any other fraction of the total operating cost. If the state board had ruled that the costs of transportation should be fully reimbursed, over \$700,000 would now be necessary to carry out the provisions of the law. This sum would do no more than pay the full cost (at present rates) of transporting the pupils now attending high school from the cooperating rural districts. It does not take into account the increase which might come if some, or all, districts not now using the law were to begin to participate. It would require a fund of approximately \$1,650,000 annually to pay the full cost of transportation, if all of the rural eighth-grade graduates in the state attended high school and all districts took advantage of the law. (9) One may seriously question whether greater equalization of educational opportunity has been secured by this procedure. Inasmuch as the home districts have paid over 70 per cent of the total cost each year, the tendency has been to add to the tax load of the rural school districts.

Since a system of transportation aid is rather complicated to administer, all efforts to provide transportation aid as a means of equalization of educational opportunity should be studied carefully and critically. Eventually, a "best" method should be discovered.

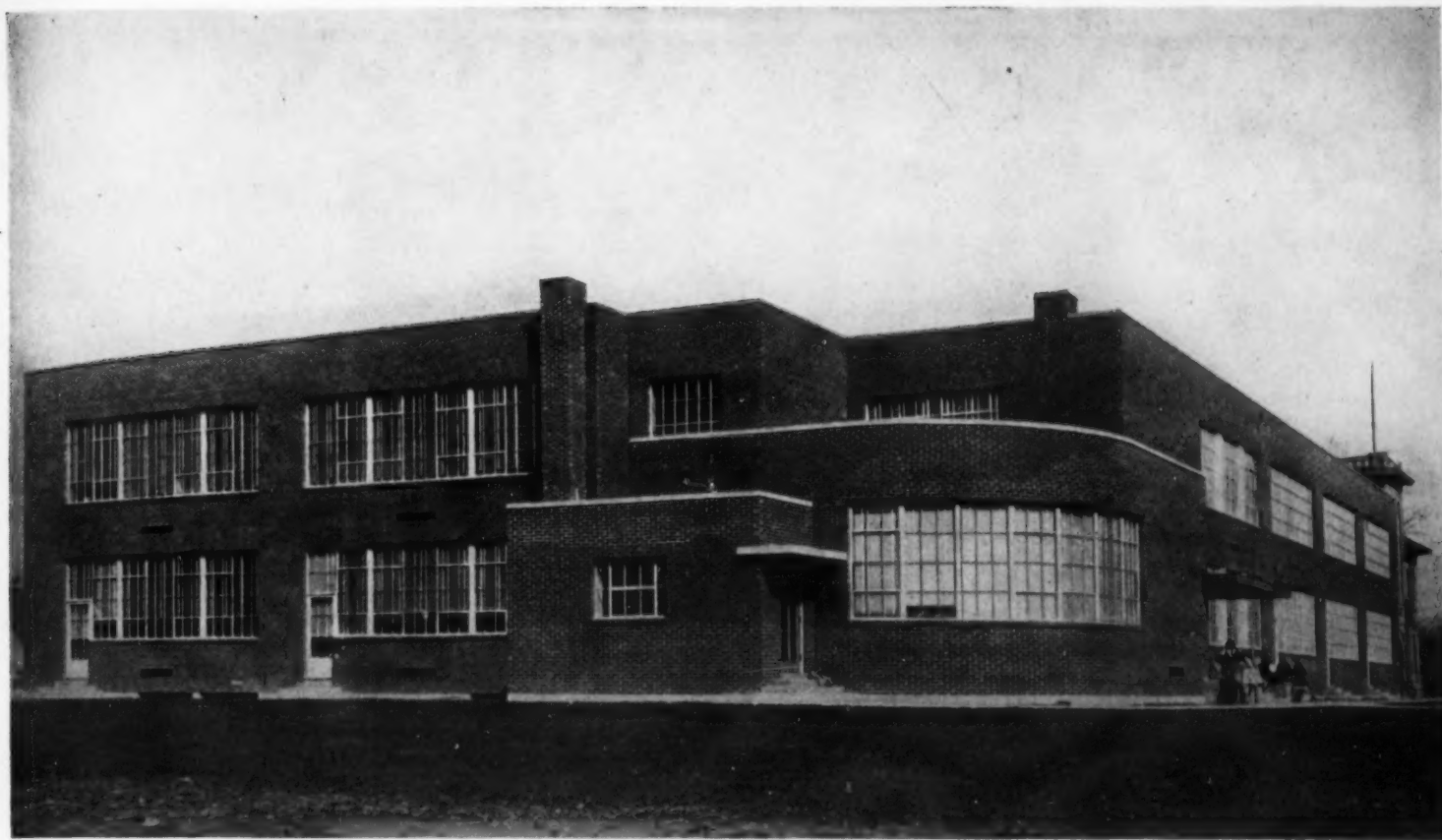
^aStatistical Report Minnesota Department of Education, Table XVII, 1933-34.

^bFiles of the Minnesota Department of Education.

^c*Ibid.*

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The Vernal Central School as seen from the playground. — Lorenzo S. Young, Architect, Salt Lake City, Utah.

REPLACING OLD CENTRAL

H. Grant Vest¹

We needed a new school building. Old Central was worn out. The school board knew it would be unprofitable to patch the old building, and the taxpayers were convinced that further patching was a waste of their money. The pupils were daily aware of the futility of the patchwork that had been done in recent years. The school staff knew that Old Central was outmoded for the present needs of education and of the community. For over forty years it had been in continuous use.

Now side by side on the school lot in our community stand Old Central unrazed and the new building which has replaced it. Between these two structures the story of forty years of change and progress in the school program is frankly revealed. In a sense these structures provide a measure of the growth of our small rural community from days of inaccessible roads, provincial trusteeship, to the present countywide planning and consolidated effort. Old Central is found in Vernal, Utah, serving a community of about 2500 people.

When we talked about what sort of a building should replace Old Central, something of

a fear projected itself into the discussion. Many of the school buildings in our county had been the product of expediency rather than careful study and planning. Too often the thought as to how much could be saved dominated the situation, and little attention was paid to the relative importance of items as might have been reflected in the thought, what must we, by all means, not omit.

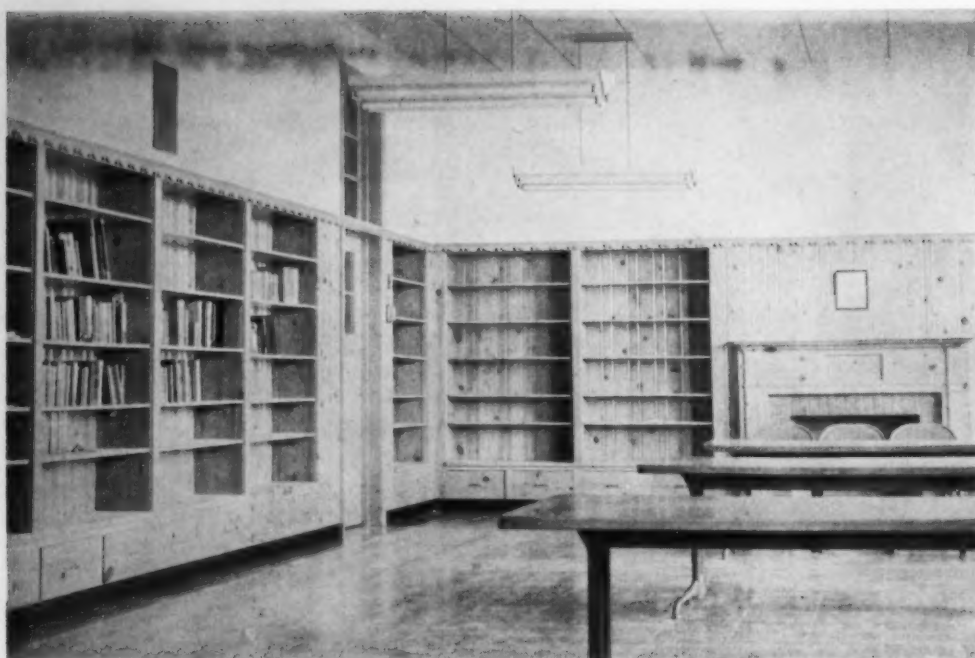
But for many reasons, no doubt, our school buildings were of the sort which provided protection from the ravages of Mother Nature, for a collection of textbooks, and for their digestors. These buildings frequently had an ornate tower, intended to make them appear massive and institutional, but actually providing protection for pigeons by night and bats by day. In each tower was a large bell which daily donged out its message, reminding the people that the school was a permanent institution of society, much to the consternation of the livestock which had made its home in the belfry and to the unwilling schoolboy who made his way reluctantly over the dusty roads to master another textbook.

These thoughts are not intended to be ironical or funny. They illustrate the kind of an education we received when we began to

talk about what kind of a structure should replace Old Central. The more we talked about the problem of providing a new building the more aware we became of the changes that had taken place in the forty years since Old Central had been erected. It became quite obvious through these discussions that the new building we were to build would be quite different from anything in our district. In reviewing these differences we hope also to emphasize the educational features of the new structure.

Now we have lunch together in a large adequate lunchroom or cafeteria which is provided with a well-equipped and adequate kitchen. It is true we tried to carry on a lunch program in Old Central through various types of makeshifts, but there was no provision in that building for a lunchroom. We could hardly have expected the rugged individualists of almost half a century ago to have planned for a community lunch program in which the community cooperatively planted, harvested, and canned the vegetables, and then turned out in sufficient number to prepare them and serve them to their sons and daughters around a community table. But who today doubts the educational value of

¹Superintendent of Schools, Uintah County School District, Vernal, Utah.



The library in the Vernal Central School is finished with knotty pine shelving and sound-absorbing ceiling and floor. Since the present photograph was taken the library has been enriched with numerous additions to the book collection.

this planning together, working together, and eating together in consideration of the health education and experiences which come from a proper lunch program!

We have a library in our new building. Striking enough, it is the only public school building in our county, including both secondary and elementary schools, that has a library planned in the construction of the building. Old Central didn't have a library, but, of course, it didn't need one, for after all, the textbook counted most and it could be kept in one's desk until it was mastered. Then too, the schoolmaster in the days of Old Central didn't countenance pupils moving about from one room to another such as going to the library would involve.

Our new library is an important room in the school. In some ways it is the most sumptuous room in the building. There is a fireplace—a real one and not a sham. The shelves lining the walls and bookcases are in knotty pine. The shelves are open so that the books in all their attractive colors can be displayed and taken down by the children. Fluorescent lights provide a profusion of light on dark days.

The library is also used as an activity room. There is a place for a small stage, and adequate space for class programs.

We hesitate to talk about the playroom. We planned it, but haven't finished it. The war stopped that. The sturdy monumental walls of Old Central will form its main outline, when it is completed. It will perhaps be more properly called a recreation hall, for it is to combine auditorium features and a stage as well as a play space. It is something of the irony of fate that Old Central should render its last service as a playroom. Old Central

was inspired least of all to be a place of play and the type of joyful activity that might go on there.

A glimpse into the sunny niche prepared as a kindergarten room provides a sight Old Central never visioned. Perhaps it was unnecessary! To start to school at eight or nine years of age was plenty early in the days of Old Central. But now, in our kindergarten room tots of four and five years of age come to a place where the uncertain education of circumstance is implemented. The room is equipped with sandtables, blocks, a fireplace, cupboards to fit, a sink just the right height,

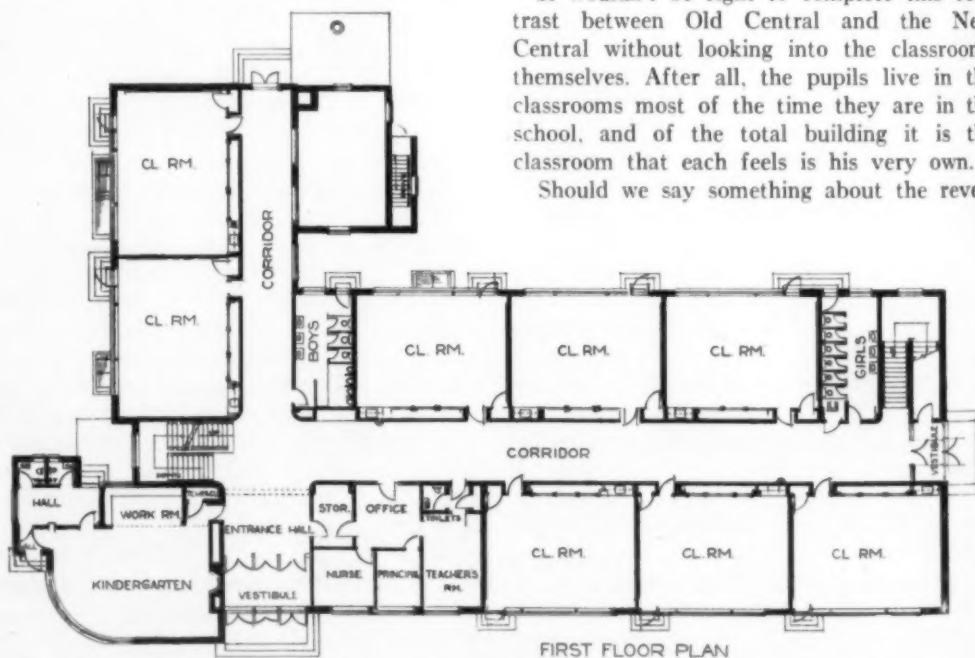
separate lavatories, and warm, pleasant colors to brighten the life of any child.

Most anywhere you look there are contrasts between Old Central and the building that now replaces it. We now have an office for the principal who administered Old Central from his classroom until finally in despair he placed a desk in the hall and built him a "shanty" around it. With the new office we have a faculty room and a nurse's room and a foyer where visitors are met and welcomed by pupils and faculty. No doubt it is still true that there is enough room in the hall for the principal to deal with his charges and those who are charging him, but it doesn't seem half so becoming as in an appropriate room. It is no doubt still true that we can make a sick bed in the hall, but even that is hardly as well as in the nurse's room. The short time we have used the new building the faculty room has become the center of meetings for the staff which in days gone by were given a lick and a promise on the way to and from school. Those who constructed Old Central may have seen the need for these activities but were not able to include them in the building, or an entirely different philosophy might have guided them in their planning.

There was something austere about Old Central. Perhaps it was the tall Gothic inlets which were the entrances. One look at them stimulated a shudder. They were coldly inviting and out of sheer patriotism pupils would pull their coats tight around their necks, their hats down over their eyes and make a bold dash past them as a hero might do in a crisis. But to the everlasting credit of the architect who helped plan the new building there is a light, sunny, and inviting entrance in the new building. It reflects the early rays of the sun and intrigues one to enter. What an entrance! It is a perpetual smiling welcome, inviting pupils come and drink deep of life.

It wouldn't be right to complete this contrast between Old Central and the New Central without looking into the classrooms themselves. After all, the pupils live in the classrooms most of the time they are in the school, and of the total building it is the classroom that each feels is his very own.

Should we say something about the rever-



FIRST FLOOR PLAN
Vernal Central School, Vernal, Utah. — Lorenzo S. Young, Architect, Salt Lake City, Utah.

berations in the rooms and halls of Old Central; how they echoed night and day to haunt the minds of pupil and teacher alike? Little wonder there was no incentive to an activity program. A little noise went a long way and a lot of noise brought the house down. In self-defense the teacher grabbed a yardstick and saw to it that quiet, silence, and regimented order were maintained. So quiet did it become in Old Central that you could hear the proverbial pin drop. But the creaking and shrieking of unrelaxed muscles and growing pains do not reverberate in the New Central. The sound-absorbing ceilings and the soft, silent-tread asphalt tiles underfoot have worked a miracle never to go unappreciated by teacher and pupil alike. The din and confusion of ever re-echoing sounds increasing in volume to wrack the mind of the teacher has disappeared and a quiet, busy, and orderly procedure has taken its place. There is no longer need for bolted down desks to make the place quiet.

Light and ventilation were always pet terms that circulated in the atmosphere around Old Central. Stagnant air, painted windows to govern the light, first too hot and then too cold, kept pupils and teachers in turmoil. Never will be forgotten the music of the wind as the wood sash rattled and chattered. But in their place today sturdy metal sash windows are fitted with Venetian blinds providing for proper light control on bright days and sufficient artificial light on dark days. Automatic ventilating units bring in fresh air from the outside and thermostatic controls in each room supply the precise amount of heat. "School was no place like this in my day," said a parent recently as he visited the school.

We well remember the coats, caps, and overshoes that lined the walls of the classrooms and halls at Old Central, filling the air with the aroma of cooked cabbage and onions. Disappeared are these sights and smells in the



Upper left: the wide corridor on the second floor. Upper right: the kindergarten room. Lower left: a corner in a typical classroom showing the workbench and the storage space for projects. Lower right: a typical fire-proof stairway.

New Central by a magic device known to present-day educators. Cloakrooms have been built into each room and each cloakroom is provided with ventilating equipment. When all wraps are put in place sliding doors make them disappear from sight. Even the doors that slide down over the cloaks are camouflaged with blackboards and bulletin boards. All day long the air pours up through the clothes and up out through the ventilating conduit, with never an odor coming into the room and the cloaks getting a proper airing.

How futile it seemed in Old Central to keep the hands and faces of the pupils clean. They gathered dirt from every source, later to be polished and washed clean by a good tooth and tongue massage much to the dismay of the teacher and her futile hours spent in having the pupil go back and forth from room to lavatory where the only wash basin

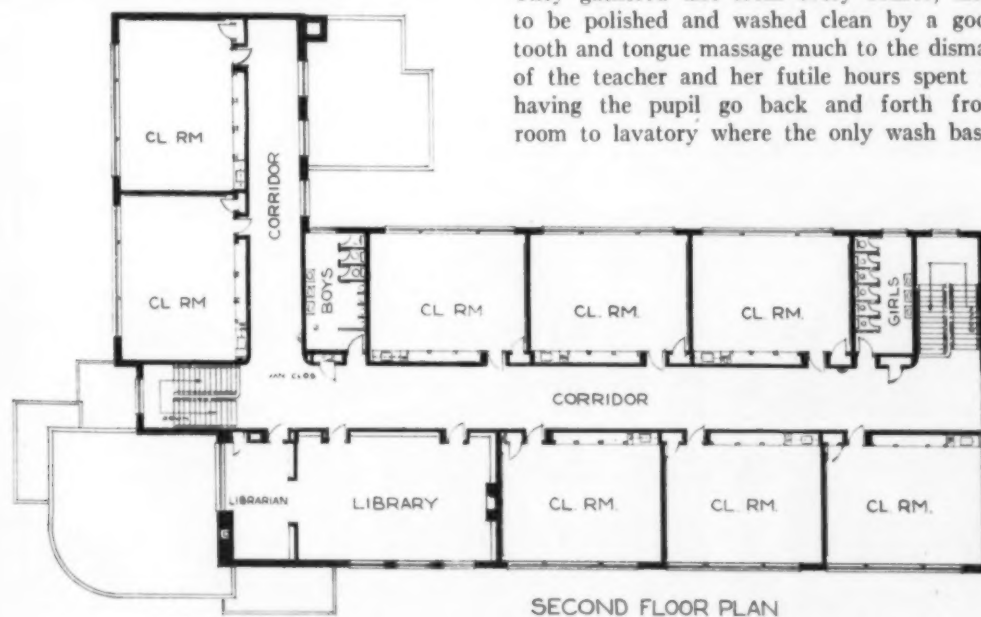
in the building was found. In the New Central, a wash basin, soap, and towels are found in each room.

On this score something needs to be said about the finishing touches; glazed brick are used for window sills; in place of musty kalsomined walls, walls are painted in stippled finish, trimmed in quartered oak.

The lavatories with tile floors, glazed brick walls, and terrazzo stalls match the balance of the building for neatness and sanitation. The damp odors which made the toilet rooms of Old Central an unpleasant place to visit have been overcome by the use of materials which are completely nonabsorbent. The tile floors are washed daily with ease.

Old Central kept us in a dither worrying about fires and accidents. The creaking of wooden stairs, the giving of the balusters not only created a source of concern, but they were ugly. The New Central, built of brick-veneered concrete, presents less of a hazard, and the stairways with wide easy treads covered with rubber matting which matches the brown and red asphalt tile present a pleasant pattern, inviting one to come up and see what is on the other side.

It is hoped that this contrast has not done Old Central an injustice. In its day it was the pride of the community and through its doors our community leaders passed and were inspired. But these two structures standing side by side on the school lot give rise to speculation about the change in school ideas and ideals that has taken place in forty years. The New Central was built for real living—hours of activity. The New Central is a symbol of progress and faith that the people of the community have in their school.



Vernal Central School, Vernal, Utah.—Lorenzo S. Young, Architect, Salt Lake City, Utah.

For Better School Plant Utilization

Thomas J. Higgins¹

Physical surveys of school plants are often made to determine the replacement value of the structures and to facilitate insurance programs. Rarely are school plants evaluated to determine the efficiency with which they are being operated under a given instructional program.

The efficiency of a school plant or the manner in which its facilities are being utilized is, for the most part, taken for granted by boards of education. Most school buildings, particularly high schools, can be operated more efficiently than is at present the practice. By careful programming of the classes far more pupils can be accommodated in the rooms available. In making this statement, I am fully cognizant that programming a high school is not like putting pegs in a board. Human beings cannot be dealt with in that way; I do believe, however, that personalities should not be allowed to interfere so much in the full utilization of the facilities available. This often happens.

School buildings are used scarcely one thousand hours per year, and this fact causes municipal authorities and taxpayers to assume a critical attitude especially when they recall that school costs take a greater share of the tax dollar than any other public enterprise. It seems only reasonable that the greatest maximum use should be made of school-houses during the school day.

There is a very real need in every community for periodic studies of school plants from the standpoint of utilization. Chicago, for example, has found considerable value in an annual study of the use of high school buildings. For 13 years past, seat and room utilization charts and program sheets have been used annually. These have frequently demonstrated that an apparent shortage of space could be overcome by adjustments looking toward greater use of all schoolrooms. As might be expected, the use of these charts reduces the controversies between school faculties and the central office when questions concerning school-building capacities arise.

The capacities of Chicago high schools are computed on a ten-period day (45-minute periods), for efficient use of the buildings and reasonable hours for pupils. The schools are in operation usually from 8 or 8:30 a.m. to 3:30 or 4 p.m. The pupils are in the building eight periods each day, the first groups coming at 8 o'clock and leaving at 2 to 2:30 p.m., and the late groups coming about 10 a.m., and leaving at 3:30 or 4 p.m. The teachers are on duty eight periods a day also, but actually teach five periods in classrooms (except shop and special teachers). The other three periods per day are spent in adjustment work, study halls, special activities, and administrative duties outside the classroom. One classroom,

therefore, operated on a ten-period day, provides stations for two teachers.

The efficiency in building utilization achieved through assigning two teachers to the use of each classroom is readily seen. Under the conventional six or eight-period day, classrooms can and are used by one teacher who occupies the room, when not actually holding class, for administration duties. Many classrooms are thus empty of students during one to three periods each day.

In better new high school buildings, teachers' wardrobes are omitted from the classrooms and are centered in so-called teachers' rooms. These latter—one for men and one for women—are provided with desks, book-cases, wardrobes, toilet rooms, and lounging facilities. When teachers are not engaged directly in instruction or some special service, they use these teachers' rooms for preparing instructional materials, planning daily programs, marking papers, etc. These rooms have proved to be both economical and convenient.

Another Aspect of School-Plant Utilization

The physical evaluation of any productive equipment to determine its present value or replacement cost is only half of an appraisal.

The productivity of industrial plants and equipment in terms of the latest models must also be found. If a large plant or machine can be replaced with a modern unit which is more efficient and less costly to operate, the true value of the outmoded equipment may be only what it will sell for as junk. To operate such an old plant or machine in competition with new plants and machines will simply cause a loss and will ultimately put its owners out of business.

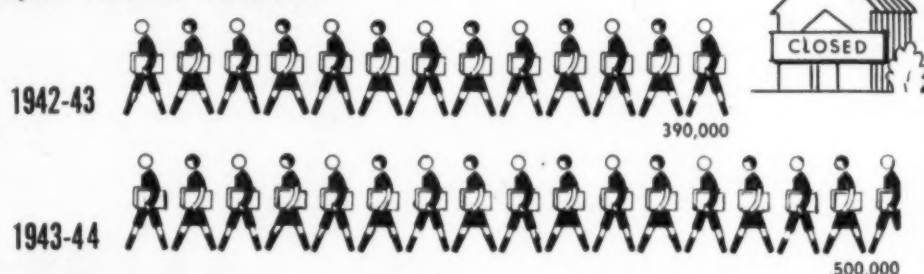
It is a pity that similar principles of appraisal are not applied to school buildings. An old school plant is wasteful in two ways: First, it is more costly to operate than a new school building. Heating and ventilation and the operation of the sanitary equipment are invariably more costly than are new heating and ventilating plants, etc. An old plant is usually wasteful also because of the extreme ceiling heights, excessive width of corridors, and unnecessarily large size of rooms.

The second and often more important source of waste in old buildings arises from the fact that the building as a whole and many of the rooms are not at all adapted to the instructional program and the teaching methods of the present day. The value of an old plant, regardless of its general physical condition, is not greater than its present serviceability in terms of a modern educational program.

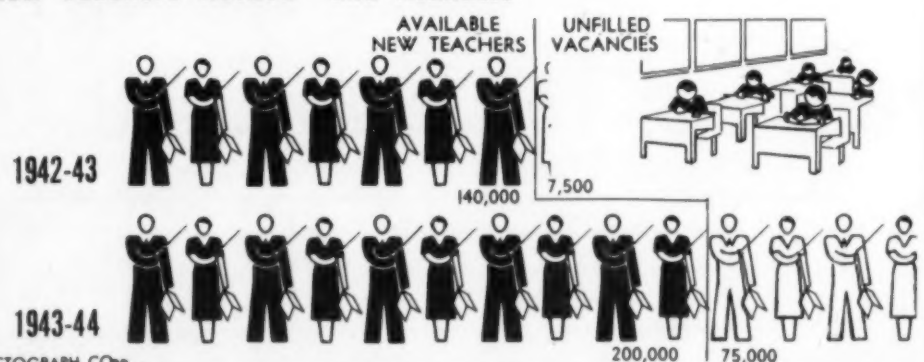
The present time is ideal for the study of existing school plants in anticipation of the inevitable postwar reconstruction period.

TEACHER SHORTAGE IN AMERICAN SCHOOLS

Pupils Without Teachers



New Teachers Needed—and Available

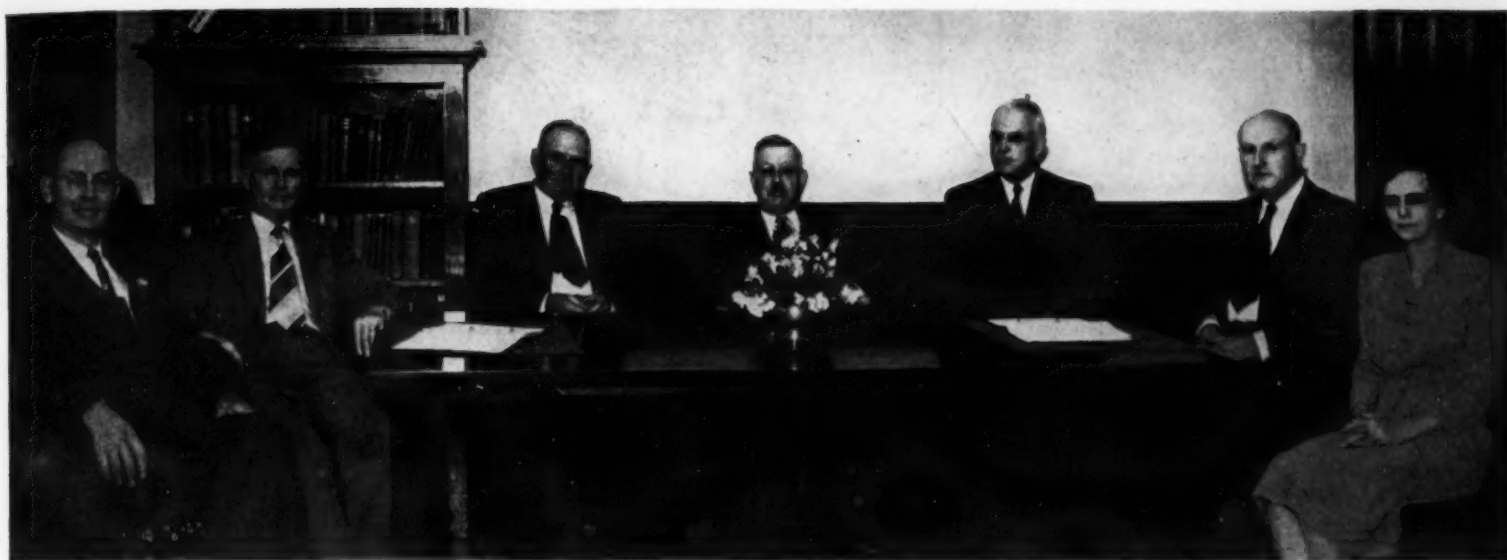


PICTOGRAPH CORP.

The teacher shortage has risen to alarming proportions.

—N.Y. Times—Pictograph Corp.

¹Chicago, Ill.



Board of Education, Fairfield, Alabama.

Reading from left to right around the table: J. T. McLaughlin (1921); C. J. Donald (1920); C. A. Buck (1920); John T. Phillips (1932); B. S. Carpenter (1925). At the extreme left is B. B. Baker, superintendent of schools since 1923; at the extreme right is Mrs. L. H. Gregory, secretary and bookkeeper since 1924. The total years of membership (counting present year) is 102 or an average length of twenty years per member.

The city of Fairfield was incorporated in 1918. Early in 1920 a board of education was appointed.

All members of the present board have served continuously since their appointment, two of them since the organization of the board. The present high standing of the Fairfield public school system is no doubt due in large part to the long and faithful service of the board of education.

In the 23 years of the life of this board, the Fairfield schools have grown from an enrollment of 900 to over 3000. Five brick school buildings have been erected and three small frame buildings. Athletic fields for both white and colored high schools

have been developed. College graduation is required as a prerequisite for all teachers. The school system is rated as one of the best city systems in Alabama.

Mr. J. T. McLaughlin is president of the board at the present time. The members serve in this office in rotation.

Mr. John T. Phillips died suddenly on July 5, making the first break in the board of education in many years. His loss has been deeply regretted by the members of the board and the school executives.

Educational Measurement in Large School Systems

Dr. L. E. Leipold¹

Someone has well said that the testing and measurement programs of a school system are an excellent measure of the professional quality of the administrative staff. Certainly the scope and number of tests and the use of the results found give a direct clue to the effective interest which the superintendent and the central staff have in the total needs of the schools and in the results achieved; equally the program as applied in any single school is a clue to the principal's alertness to specific needs of individual children and groups of pupils and a desire to better the work of the teachers in his charge. These facts raise some simple questions concerning the initiative and responsibility of superintendents and principals for the selection and use of tests and for the development of community testing programs. In the degree that a school executive is alive to the needs and values of tests and measurements he is likely to be aggressive and to resent the lack of interest and cooperation of the central office executives or of the local principal. To gain a better understanding of desirable practices, the following briefly reported study was undertaken.

¹Principal, Nokomis Junior High School, Minneapolis, Minn.

Data were gathered from representative large school systems concerning practices in educational measurement, namely (1) the development of a general testing program for the entire school system; (2) the determining of testing procedures; (3) providing for additional testing within a building; (4) testing for subnormal classes; and (5) the selection of tests to be used.

Who Is Responsible?

There is no general agreement among the principals concerning the official who is primarily responsible for the development of a general testing program, although a majority of principals and superintendents consider it to be a central office function. One principal out of every six considers this function to belong to him but no superintendents agree with this opinion. One half of the principals and more than this number of superintendents state that the principal cannot initiate this function. He does, however, usually participate in the performance of this duty, though in a cooperative role. Many principals state that they have no authority whatever in the matter.

The delegation of the function of determining testing procedures is in much the same

category as the previous one. It is obviously one that is performed by central office officials in a majority of school systems, although one fifth of the principals feel that it belongs to them. Many principals consider it to be a function belonging to the superintendent, while that official in turn delegates it to his assistant. The testing procedures do not originate in the principal's office, for over one half of the local school heads state that they do not have initiatory power in this matter. There are no significant differences found according to the size of cities, although there is a tendency for the principals in smaller cities to claim greater initiatory power. There is no unanimity of opinion concerning the principal's role in the determining of testing procedures. He has final authority in few instances and full and sole authority even more infrequently. In more than one half of the cases he cooperates with others in the performance of the duty. It is only in the largest cities that a majority of the principals state that they play no part in determining the testing procedures used in their schools.

Principals Select Additional Tests

Although the principal does not play an important role in developing a general testing program for the school system or in determining testing procedures, he is responsible for providing additional testing within the building in a large majority of cases reported. Four principals out of every five state that this function belongs to them, and the super-

intendents are in substantial agreement. In some of the larger cities the general and special supervisors have charge of such testing. The right of principals to initiate is generally unquestioned. No superintendent denies his principals the power of providing for additional testing within the building. In many schools the principal has final authority in the matter and in some schools he has full and sole authority, while in others he cooperates with other officials. Thus, although the general testing program is largely the responsibility of the central office, when additional testing is to be done, it is the principal who makes provision for it.

There is considerable unanimity of opinion that testing for subnormal classes is a function belonging to the special supervisors. Other officials to whom it is delegated are the assistant superintendent, the principal, the general supervisor, and the director of education. There is a tendency in the smaller cities to scatter this function among a variety of officials, and the principals generally assume greater responsibility for it than the superintendents give to them. While most of the principals may take the initial steps leading to this special testing, there is a considerable number who do not have such initiatory rights. The principals in very few schools have final authority in this matter, for generally their role is a cooperative one. In a relatively small number of schools the building head has no authority over testing for subnormal classes.

Need of Clearer Division of Duties

The selection of tests to be used in a testing program is an important function that belongs in most instances to central office officials. In only rare cases does it belong to the school principals. The supervisors in general are delegated this authority, with the superintendent's office next in line. Only two superintendents state that their principals do not have the right to initiate the selection of tests, although numerous principals voice the opinion that they do not have this power. This disagreement of opinion is frequently found in school systems, and it indicates a

need for clarification of duties and rights. There is a direct relationship between size of cities and lack of initiatory power on the part of principals in this matter, for the larger the city size, the greater is the percentage of principals who indicate this inability to act initially. In the actual performance of the function, the local school head generally cooperates with others. Seldom does he have sole or final authority.

Of the five functions discussed, four belong in practice to the central office. They are (1) the development of a general testing program, (2) determining the testing procedures, (3) selecting tests to be used, and (4) testing subnormal children. Only one function in this field belongs to the local principal, that one being, providing for additional testing within the building. The principal usually has the power of initiation and he cooperates with others in carrying out the function. Seldom does he have full or sole power of action in any of these fields.

Democracy Aided by Its Educational Frills C. R. Van Nice¹

The newsreel showed a United States bomber about to take off. The crew members tightened their belts, adjusted their helmets, and crouched into a quick huddle. Then with slaps on each other's backs, they climbed quickly to their respective stations behind the roaring motors. There was American youth engaged in modern warfare.

Where had I seen the like of that before? The answer is easy to anyone who has seen a high school football team on the gridiron or

¹Managing Editor of School Activities, Topeka, Kans.

a high school basketball team on the court. Athletics is one peacetime activity of our schools that is suited to wartime purpose.

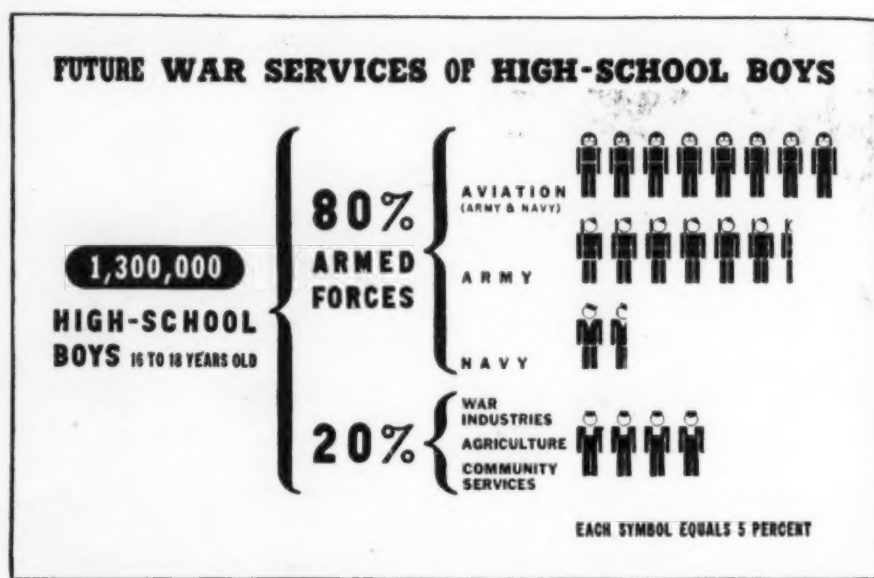
But there are others. The student council president of a few years back is now an officer in the army. So is the team captain and the committee chairman. Girls Drill Team members have become WACS, WAVES, and SPARS. Student leaders are now key persons in War Bond and Red Cross drives. Both leaders and followers who participated in the management of their voluntary extraclass

activities in high school having learned to do by doing are now contributing to our civilian war effort as air-raid wardens, auxiliary firemen, first-aid volunteers, and blood donors. Students once loyal to their schools are now giving expression to a common loyalty, loyalty to their conception of American Democracy, whose liberty they enjoy and in whose war they have a part.

Our present generation has been educated in schools designed and conducted as preparation for life in peacetime and for peacetime activities. Accepted philosophies of education in our country have taken peace for granted. Fortunately, the aim to develop "capacity for adjustment" has enabled us to change abruptly from peacetime to wartime cooperation. Soon, we hope, we shall exercise that capacity again.

But with the return of peace, new and greater emphasis will be placed upon training for individual integrity and for democratic citizenship. The activities of student councils, clubs, home rooms, staffs, committees, and teams will not only have been vindicated as "fads and frills"; they will assume their rightful place as laboratory experiences in training for democracy. They will fix in young people the ideals, attitudes, and habits needed in adults to achieve, perfect, and maintain a way of life characterized by "happy, profitable working together."

As always, boys and girls will "learn to do by doing." We once taught *subjects*; then, happily, we began to teach *boys and girls*. Now we also teach *groups of boys and girls*—each child against the background of a social situation. To whatever degree democracy thrives, as well as survives, our schools must train boys and girls to participate in democratic group activities—sometimes in the role of leader, sometimes as a follower. That is the American way.



This chart, which appeared in the latest issue of "Education for Victory," indicates the probable distribution of high school boys in the armed services and in the essential industries.

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Britain's Camp Schools Project

E. R. Yarham¹

Although Britain has been a pioneer in many educational projects, in one of the most notable developments of the past twenty years she has lagged behind. This is the project for establishing camp schools in the country, with almost miraculous benefit to the health of the children brought from the crowded industrial areas into the open air of the countryside.

Such schools have become a recognized feature of the educational systems of Hungary, Sweden, and Denmark. In some ways, too, tragic Poland was the most advanced continental country in this respect, many of the large city schools having their country counterparts to which the children went for several weeks of each year.

Out of the evil has come the good. One of the results of evacuation has been the erection of a large number of such schools in England, Scotland, and Wales, each with its educational facilities, and more are to be built. Early in 1939 the government decided to erect 50 school camps for children, at an estimated cost of £22,000 each, with the intention that these should be used by children in summer. The outbreak of war and air raids led to alterations in the design in order to make them suitable for winter occupation as well. After the war they will be of inestimable value of educational schemes in the country for town children, providing an opportunity of surrounding many thousands of youngsters with a natural and health-giving environment never before available in peacetime.

The general result of the camps' enterprise has been wholly good. It is one of the significant pieces of work that Parliament has lent its hand to in recent times. Not only are the children safer from the evil hands of the Nazi airmen, but they have gained permanent bene-



The camp at Hydn Heath is set in the midst of a beautiful forest tract.

fits from their sojourn in the camps. The fresh air of the country has made them physically more healthy and contact with nature has brightened their minds and refreshed their spirits. The lesson derived from the camps and from the experience of billeting evacuated children in the countryside is that contact with nature should be considered an essential part of the upbringing of the rising generation, and that when war is over we should make provision for city and town children to spend a regular period each year in the country.

The camps are in all rural areas, and care is being taken to make them conform with the landscape. Originally, of course, the camps were not intended as residential schools, but a classroom block is to be added to each one. Central heating, electric lighting, and modern drainage mean that the camps are perfectly

suitable for occupation at any season. They are now being used for children evacuated from vulnerable areas. Managers have been appointed by the National Camps Corporation, some being officials of camp organizations and others former leaders of the Ministry of Labour Instructional Centres. A camp on the Chilterns is a typical example of the type of place which has been established. Perhaps its situation is even more favored than some others, for it lies high up on the hills in a beautiful, woodland site, providing excellent shelter, drainage, and playing fields. The buildings number about a dozen, centrally heated by radiators, and lit by electricity. Indeed, the place is a perfect paradise for children, for there are twenty acres of ground, and woods surround the site on three sides.

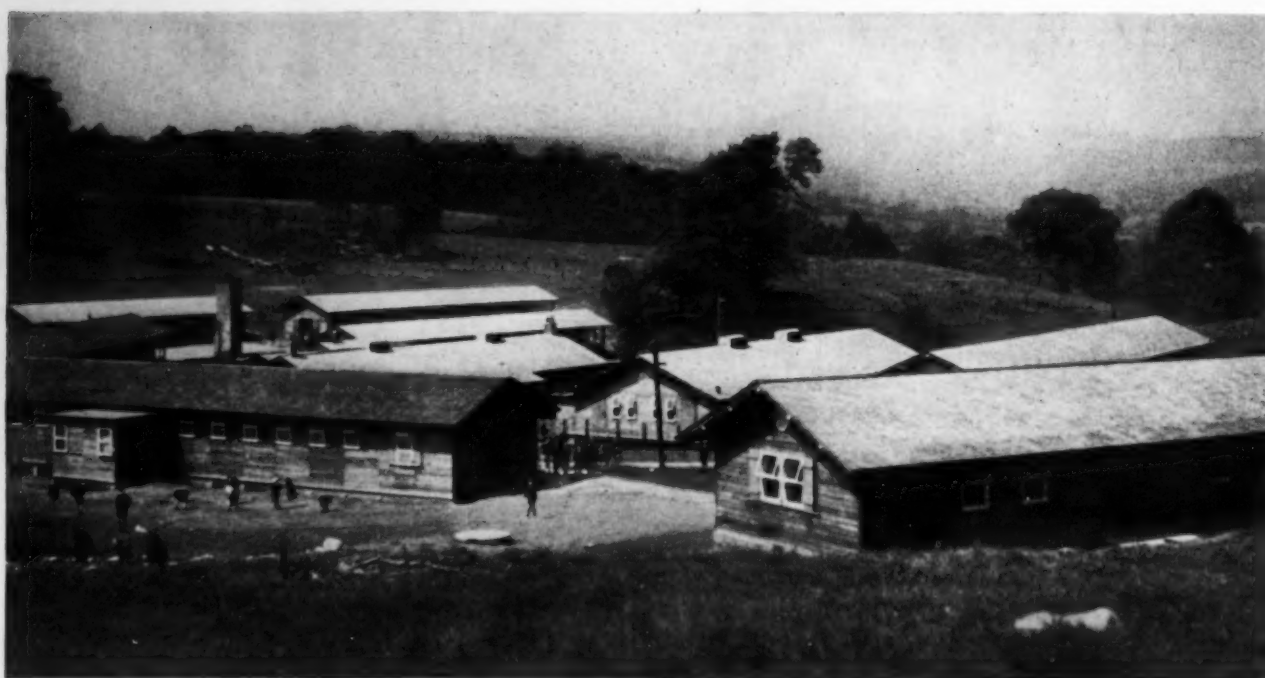
The buildings have been planned on spacious lines. There are six lofty and commodious dormitory huts, and each hut takes about five dozen children and two superintendents. Lavatory accommodation is modern, and there are shower baths for both boys and girls. A short distance away is the dining room, which can be used as a classroom as well if desired. There is also a verandah for open-air lessons, and this is particularly valuable as this camp is at present occupied by physically defective children. Another building, adjoining the dining room, is the assembly hall, which is suitable for film shows. It has a good stage with dressing rooms at the rear, so that concerts and similar entertainments can be given. There is a modern, well-equipped kitchen and a small hospital ward.

As the idea of the camps is that children shall be able to spend as much time as possible in the open air, there are flower and



Body-building exercises are a part of the daily program.

¹Member, Royal Society of Teachers.



Set in the blue hills of England is this interesting summer camp for boys.

vegetable gardens. The camps grow much of their own food, and the children they house cooperate, sometimes, in separate gardens of their own. As Sir Edward Howarth, Managing Director of the National Camps Corporation, said recently, children who might have known nothing more expansive than city byways are introduced to the wide territory of the countryside. Their education is quite different from what it might have been. Indeed, at some camps there are beginnings of a genuine back-to-the-land move. A boy of 14 at a camp in Cheshire has been looking after thirty pigs, and when he is through school the camp manager will take him on the staff. Thus, instead of becoming a dock hand at Liverpool, this lad will probably develop into a countryman and a farmer.

The war means that these camps are likely to be occupied for its duration. Governments are notorious for the way in which they bring up the rear when worth-while schemes have been started, and the case of school camps is no exception. Much valuable pioneer work has been done by local education authorities such as Leeds, Manchester, and Norwich. In some instances the camps first came into being as the result of the enthusiasm of the teachers, who took school-journey parties to them. Afterwards the education authorities took them over.

The original idea was that children from the cities should spend a week or two in school camps in the summer, combining their learning of geology, geography, rural science, nature study, etc., with a health-giving holi-

day. As a rule in the small camps a class was taken down by the teacher for a week. At a fairly large camp catering for about 120 children the staff consists, on the average, of two men and two women, who remain there throughout the season. In addition there are the nurse and the cook. One great feature of a camp like this is that the children are taught to look after themselves as much as possible — to keep their own huts clean, to wait at table, to wash up, and so on, but these jobs all become part of the fun. Mornings are usually given over to local history and geography, practical arithmetic such as surveying and measuring, art, physical training, and organized games. The afternoons are devoted to rambles, free games, bathing, picnics, visits to places of interest, and all the things which go to make a camp holiday such a permanent memory with children.

War caused — or compelled — the government's school camps to become camp schools. Manchester Education Committee was one of the earliest authorities to experiment in establishing permanent camps, and now it has nine in the lovely Pennine country of Cheshire and Derbyshire. In a normal year about 3500 children attend these camp schools. The National Council of Social Service was engaged, before the war broke out, in providing school camps for the Special Areas of South Wales and the North of England. The camps were built with the object of giving country holidays to the children of the unemployed parents and to those who would benefit from a stay in the country. Six of these camps are on the Durham coast. Of the 16 camps built, 8 were managed by the council, and 8 by volunteer local organizations.

To revert to purely school camps, it will be interesting to survey briefly what has been done on the Continent. In Denmark — in



The boys from London and other cities have their first contacts with gardening and farming.

peacetime — there are a very large number of voluntary organizations as in England. The state education authorities are also very keenly interested in the movement, and open-air schools are found all over the country. These are in use all the year round, and a child is sent to one of them for many months if it is thought desirable. If his parents are poor there is no question of payment. The Danes have cleverly used assets they found to hand — in many cases the camp buildings have been remodeled old country houses. It is reported that since the institution of this system the standard of health in the schools has improved out of all knowledge, and the ravages of epidemics have greatly lessened.

Sweden is the true home of physical training, and therefore one would expect to find gymnastics playing a prominent part in the open-air curriculum. There one finds almost the whole nation taking part in health courses in the countryside, where there are large numbers of camps. The great organization in Sweden is the National Movement for the Improvement of Health. In Sweden training for health begins with childhood and continues throughout life. During the summer the children go in rotation to the rural camps, for courses of physical training, and, as in English camps, part of the time is set aside for education.

In Hungary considerable numbers of ailing, physically handicapped, and retarded children are taught in the open-air schools. The system is highly organized and about 250 boys and girls — up to 16 years of age — are accommodated in each camp. Wages are low in Hungary, and so are all costs compared with those of western Europe. Therefore it is found that half-a-crown per head covers the cost of keeping a child at an open-air school. The expenses of education are additional to this.

The system was most efficiently carried out in unhappy Poland. The custom was for whole classes of city children to go to their country "homes" for two or three periods of a fortnight annually. The camps were built in beautiful surroundings in the woods and forests and were used for the whole of the school year. In the case of small-town schools, sometimes the whole community migrated. At each camp was a superintendent, who was responsible for the running of the camp, the food supply, sleeping accommodation, etc. The teachers went with their pupils in order to carry on their education, and many mothers would go to help with the domestic side of camp life.

As in Britain, the children were taught to help themselves in every way possible. Among their tasks were helping in the dining halls, serving up the food, and doing work in the kitchen. They also kept the dormitories, sick bays, and classrooms clean. Much of the work outside was practical, growing flowers and vegetables, tending the chickens and pigs, and helping on the camp farm. Not only did the children benefit immeasurably in health, but the camps developed a splendid esprit de corps, and children got to know each other better and more intimately than was possible in the towns.

SERVES SCHOOL BOARD FIFTY YEARS Mr. John T. Gaskins Record

At the annual board of education election in Harrisburg, Ill., on April 10, 1943, Mr. John T. Gaskins was elected to membership on the board for the eighteenth time. According to the records available, he was elected first in 1894 for one year to fill a vacancy. Each successive election has been for the full term of three years, making the current year his fiftieth consecutive year of service.



Mr. John T. Gaskins
Harrisburg,
Ill.

Born in Harrisburg in 1861, Mr. Gaskins began clerking in a local store at 17 and entered business for himself with the establishment of the mercantile firm of Gaskins and Company in 1891. Though he retired from active business life in 1939, he has maintained his interests in the community through his service as a director of the Harrisburg National Bank, as a director of the Wasson Coal Company, and as a member of the board of education.

His three children all graduated from the Harrisburg schools; of his seven grandchildren five are graduates of the local township high school, one is in high school, and one is in the Harrisburg junior high; of his six great-grandchildren, one is in the Harrisburg Township High School, two are in the elementary school, and three are below school age. The almost continuous family representation in the school has no doubt been an incentive to his support of the principle of providing good educational opportunities for all children in the community over three generations.

As a member of the board he has kept abreast of the times in his thinking and has supported policy changes made to meet changing conditions. He has always opposed policies which in any respect ran counter to the best interests of the schools. The policies of long standing, providing teacher placement on a basis of training and qualified ability alone, the nonemployment of any relative of a member of the board, freedom from favoritism in business transactions, have always had his ardent support. His long tenure is a tribute to his integrity, his unflinching adherence to what he deems his duty, and at the same time a token of appreciation from a community which recognizes his contribution as a member of the board of education.

— Russell Malan.



Healthful outdoor play is a feature of all the camps.

THE AMERICAN School Board Journal

A Monthly Periodical of School Administration

Edited by
Wm. Geo. Bruce and Wm. C. Bruce

The Armed Forces as Educators

ADMIRATION is the only expression which can be applied to the American Army and Navy for the intensive educational job which is being done in the training camps and in the colleges where men are being prepared for the technical services and for leadership as officers.

In spite of the haste which the urgency of the situation has imposed literally thousands whose education has been interrupted, or who have long ago given up the thought of college or technical courses, are being given a generous dose of well-graded work at high school or college level. And these men are studying as they never studied in their carefree civilian school days—they have a direct need for the subjects they are taking and they are mastering content and developing useful skills. Unless an individual is entirely blind to his opportunities, the soldier who has attended any of the Army schools, will carry over into civil life a fine residuum of knowledge and skills that will make him a better workman, a better citizen, and above all, a better human being.

For any serious educator an examination of the catalog of the Armed Institute is rather thrilling when he considers the opportunities for correspondence study and college credit it opens to thousands of young men who, under ordinary conditions, could not hope to find an opportunity for further education. The next two decades will tell how magnificently the Army and Navy have contributed, through their specialized education programs to the educational advance of the nation.

Languages in High School

SOMEONE has said that America can never again be a one-language country. We must follow the example of such European nations as Holland, Belgium, the Norse countries, and even Germany, and teach every child one or even two of the cultural languages of Europe. It is a pity that the Americanization process which had to be applied to the immigrants from the allied countries could not be carried forward so that the second and third generation

American born could retain a working knowledge of the language of their forefathers.

The new language instruction will be a genuine challenge to the teachers because it will have to be carried on with an eye to a standard of achievement in reading and speaking such as the language departments have not attempted in four decades. Our contacts with the peoples of the world will require no mere ability to read a few out-of-date stories or painfully simplified descriptions of foreign home life. The mastery must approach that of the Dutch, Danish, Belgian, and German children who at the end of their "gymnasium" courses could hold their own in English, German, French, or Spanish.

The new language courses in our schools must achieve a second purpose in that they must be directed to provide a generous measure of cultural values and of discipline (even though the latter may be pooh-poohed by some). They must carry children on to understand the people and the lands represented by the languages studied if they are to help in the process of breaking down narrow nationalism in the interests of democracy and peace.

Before school boards discontinue language courses because of a lack of interest on the part of pupils or because of a desire for economy they may well consider America's new role in international affairs. After peace has come we shall unquestionably place in its rightful secondary position the material side of life and living and give precedence in our ideals to values in harmony with the ultimate purpose of humankind.

Don't Close School Shops

THE steady movement of men teachers from the schools into the armed services and into the war industries has caused a number of school boards and their superintendents to consider the advisability of shutting down school shops. No greater mistake could be made than to discontinue industrial arts and vocational shop activities.

After the coming of peace there will be a greater demand than ever for the knowledge and the skills which are provided only in the school shop. Contacts with the materials of industry, familiarity with tools and skill in their use, will be required at new and higher levels when industry returns to peacetime activities. The boys and girls who are coming out of the schools will be in greater competition for jobs than ever before, and whatever the schools can

do to help them will be of value and importance.

An important duty of the schools is to keep the shops open and the boys and girls busy. If it is necessary to use comparatively inexperienced teachers, or to ask women to carry on work formerly done by men, there should be no hesitation. While there is a shortage of materials, and even of lumber, an endless variety of waste material is available for school shop use. To find such materials and to adjust projects and problems undertaken for construction by pupils is a fine opportunity for every teacher to exercise his energy and ingenuity.

Of course, the school shop will require more careful supervision on the part of the superintendent and of the principal. Here is a challenge to overcome the ancient error that the academically trained principal and superintendent cannot master the problems of organization, project selection, and instructional method in the school shop.

What Better Could be Said?

UPON the recent retirement of Dr. E. W. Spencer from the board of education of School District One, Pueblo, Colo., after 18 years of service, the board adopted the following resolution:

Dr. Spencer has during all these years given unsparingly of his time and energy, often with great sacrifice and inconvenience to himself, to the advancement of the public school system. His sound judgment, his grasp of the problems involved in all phases of school administration, his knowledge of buildings and mechanical appliances, and finances, his interest in teachers and children, and curriculum, his patience and consideration for the viewpoints of his fellow board members and executive officers even when they differed from his own, made him a most valuable member of the board whose counsel and leadership and good fellowship we will miss.

We join in this expression of appreciation for the past services of our fellow associate. Much that is constructive in the policies of the school administration and supervision, as well as in the buildings and physical equipment, will remain with us as reminders of his excellent service on this board.

What better tribute could be paid an American for his democratic attitude than to say that he was patient and considerate "for the viewpoints of his fellow board members and the executive officers even when they differed with his own."

Shall School Boards Control Student Funds?

AN AFFIRMATIVE answer to the question above seems so inevitable that the numerous cases of losses of funds, due to the lack of school board and even of teacher supervision, are difficult to understand.

In recognition of the fact that student activities are rightly under school-board control, the legislature of Oklahoma recently enacted a law which provides for bonded custodians of student funds, annual audits, and direct supervision of withdrawals of all moneys. The law is intended to safeguard teachers and pupils quite as much as it safeguards the funds.

The Oklahoma law has been welcomed by the school officials of the state as a simple means of fixing responsibility and assuring uniformity in local policies and practices. In most states similar legislation may not be necessary; in all schools the essentials of the law—bonded custodians, annual audits, and supervision of all spending—are a required part of the school-board rules.

Dynamic Detroit

THE school authorities of America's fourth city are facing a succession of challenges possibly as difficult as any faced in the history of American school administration. The war-training program is well in hand. If production wins the war, great credit will go to the schools and to the automotive industry of Detroit who pioneered the idea of airplane mass production through cooperative-employee training. An aeromechanics school for high school students is projected for this fall. With economic and social problems galore "Dynamic Detroit" is facing the future with chin up.

Superintendent Warren Bow and a competent staff of executives are carrying the ball most effectively. A few more forward passes on the educational front like the aeromechanics school spell a brilliant future in the postwar reconstruction period.

Who Runs the Schools?

THE answer to this question would seem so obvious and so generally accepted as to render it pointless. The average citizen will make reply promptly and unhesitatingly because he knows and understands clearly just who is responsible for the local school system.

And yet the question is a troublesome one occasionally in communities where the schools are not run according to the concepts of the best of its citizens. In fact, the question has been propounded recently by the public press of New York City where Mayor LaGuardia struck items from the school budget, clearly invading the province of the board of education. The items involved the salary of an assistant superintendent of schools and of a secretary

of the board, both valuable men of long service.

While in many communities the mayor and city council have the authority to approve or disapprove the school budget, they are legally empowered to determine the total school funds but not how the total is to be expended. Thus, when a city's mayor strikes certain items from the budget, he also decides internal policies of the schools. This is clearly an infraction of the legal province of the school authorities. There is some remote warrant for the practice under which the mayor and the council apportion the total tax yield of the community according to the needs of the different divisions of the local government, including the schools. But it is a distinct interference with the school board as an agency of the state to say how the allotment assigned to the schools is to be spent. Here the board of education is the final authority to say how, when, and where the funds allotted to the schools shall be expended.

But the cry "who runs the schools?" is not confined to any one city; it pops up semioccasionally in various communities. It has its origin in mistaken notions as to the correct setup of a school-administrative organization; it grows out of attempted political control of the schools; it is actuated by groups who have special interests to conserve. Racial, taxpayers', and labor groups—even teachers—have been known to make tries for influencing superintendents and boards and pressing home their desires and interests.

The school-administrative structure is not the creation of a day. It is the culminated wisdom of many years and many minds, which has met with common acceptance. Any attempt to grab the balance of power is certain to destroy the democratic efficiency of the schools.

Traffic Protection for Schools

IN RECENT years the traffic dangers in the immediate vicinity of schoolhouses have increased. The problem has been met in part by classroom instructions on the subject of safety and by police protection. The danger is, of course, more acute immediately before and after the opening and the closing hour when children cross the streets.

In many communities, where direct police protection is not available, the school authorities have used, for 15 or 20 years past, the student patrol plan. Boys have been trained and "uniformed" to serve as traffic guides and to direct the

flow of vehicles and pedestrians. In many communities, these student patrols have proved a decided success. They have provided at least a minimum of protection and have gained for themselves experience in discipline and safety that may be regarded as a useful part of their own education.

The use of janitors and teachers for school traffic control is far more effective than student patrols, but involves problems that may cause dissatisfaction and difficulties. Unless the janitors and teachers are sworn in as special police and are thoroughly trained for the job, they are likely to cause some harm. Frequent conferences, calling attention to the limitations of their authority and cautioning them concerning attitudes and traffic methods, are essential. In each community, the legal entanglements possible from janitorial or teacher control of school traffic should be clearly understood. Official police protection is the ideal to be sought.

A FAITH WORTH FIGHTING FOR

The fate of democracy, whatever it may be, is also the fate of our institutions of learning. While these institutions in earlier years helped to release the intellectual ferment out of which our modern democracy developed, they are today based upon the intellectual and spiritual foundations which democracy itself has laid. They can exist only so long as democracy exists. Regimented ideas and universities cannot live side by side. A university in exile is an indictment of a civilization. The search for truth and the weighing of values cannot be maintained in a world from which freedom has been banished.

But freedom and democracy are not static principles. All values change from age to age and the interpretation of one generation is seldom the interpretation of another. Today the conception of freedom is once again taking on a larger meaning. Our generation is thinking of the threat to freedom which comes from poverty and insecurity, from sickness and the slum, from social and economic conditions in which human beings cannot be free. This new conception of freedom is struggling to make itself articulate in many countries and will undoubtedly bring clarification and change to older points of view. —Raymond B. Fosdick.

AMERICAN LEADERSHIP

There is no future possibility of America maintaining an isolationist attitude. No longer can we be content to remain a one-language nation. In cooperation with our allies in two hemispheres we must meet peoples of many tongues; and whether he likes it or not, the American of tomorrow must become a world citizen. He is destined to become the leader in the postwar reconstruction. —"Pasadena School Review."

We are fighting for our land, not just bleak soil; for our homes not houses; for the right to live with self-respect, not just to exist; for freedom which we will not abuse because of our devotion to the concept of freedom for others; for equality of opportunity and the respect of personality of all men. —Dr. Jay B. Nash, New York University.

School Steam Plant Maintenance

Fred D. Mosher

Maintenance men in these times are, in effect, in front line service. The war can only be won if all parts of our physical plant are kept functioning. Due to the shortages in critical materials much heating equipment cannot be replaced for the duration, and the job of keeping it "on the line" rests with maintenance men. Never before has the maintenance man played such an important part as he is playing today, and the men who maintain the heating plants and auxiliary equipment in schools are as important as men in the factories. Should steam plant equipment break down in many of our school buildings, serious curtailment of vital training programs would result.

Boiler Maintenance

Most heating plants used in school buildings are of the low-pressure type and needed repairs are often neglected because ultimate failure frequently has little consequence other than inconvenience until parts can be obtained. But many parts can no longer be obtained, and existing equipment must be kept in condition so that ultimate failure either will be prevented or postponed until better times return. The essence of any maintenance work lies in the objective which is to retard natural wear and tear, keeping the apparatus in such condition that it will perform the functions for which it was intended, and to maintain it so that outrages, other than those planned, are kept to a minimum. Equipment which gives poor service and is frequently out of service for minor repairs represents the antithesis of good maintenance.

Cleanliness of boilers is more than a matter of good housekeeping. Boilers must be kept clean inside and outside to permit free transmission of heat and to prevent overheating of parts. Soot is the enemy of heat transfer, and it also has corrosive results in the presence of moisture. It is a simple job to keep soot removed from boiler surfaces. Cleanout doors are provided in both cast iron and steel heating boilers for the removal of soot and ashes. The best time to clean boilers internally is at the end of the heating season. At that time, the boiler should be drained and the internal surfaces examined. Large steel boilers should be entered and heavy deposits removed; for smaller boilers the deposits should be removed through the openings provided for this purpose. A water hose, with a nozzle provided, may be used to wash off the internal surfaces of both cast iron and steel boilers. A few pounds of common soda ash should be added to the boiler water when it is returned to service; about one pound of soda ash per one hundred pounds of water will suffice to keep a tight system in good condition.

When a boiler is taken out of service after the heating season, it should be cleaned as

outlined. A steel boiler should then be dried out internally. Any eroded or corroded parts, such as frequently found around manholes and handholes where leakage has wasted the metal, should be built up to the original thickness. Broken grates should be renewed. Leaking valves ought to be ground and packing renewed. Cracks in brick work are easily checked with a lighted candle or improvised torch; the same test should be applied to cast iron heating boilers where air leakage may occur between sections or at joints. Small air leaks can be easily repaired by applying furnace cement to the cracks. If the openings are large, asbestos rope of the right size should be used to calk the seams, and then the exterior should be sealed with furnace cement. If fire clay is available, the asbestos can be soaked in the clay before calking is done.

Stokers should be examined for broken parts; lubricant should be changed. The driving motor should be cleaned, the oil changed, and both the stoker and motor ought to be covered for protection. Fans should be cleaned by wiping thoroughly with light oil which will remove the dirt and protect the parts from rusting while idle. Oil burners must be cleaned and disassembled for inspection. It is best to apply a light coat of grease to atomizer parts and keep them wrapped in a disassembled condition while idle. Burners requiring packing should have new packings installed each season regardless of condition.

In shutting down a boiler for cleaning and overhaul, it should never be drained of water until the setting and pressure parts have cooled to very nearly room temperature. Should the water be drained while the boiler is hot, scale and other deposits will bake on the internal surfaces and be more difficult to remove than otherwise. When steel boilers are to be kept idle, as during the summer months, it is best to dry them thoroughly inside and out by a small, controlled fire in a coke pot or other burner. After drying, all openings ought to be closed so that there is no air circulation. After cleaning, cast iron boilers should be filled for the idle period. Empty cast iron boilers often rust between sections, and the rust may become of sufficient volume to set up strains at the joints between sections. Cast iron resists corrosion and any water in such a boiler will have negligible corrosive effect. If it is considered impracticable to dry out a steel boiler, it may be filled with water for the idle period, although dry storage is preferable. When a steel boiler is kept filled with water during extended periods of idleness, it should be cleaned in the usual way. Water, which has been made alkaline by the addition of soda ash, should then be added to the boiler, with the boiler vented to atmosphere. A fire is then started until steam is emitted from the vent,

and this is continued for about an hour. The purpose of the boiling is to drive off oxygen which is held in the water at ordinary temperatures. By deaerating the water through boiling, the danger of oxygen corrosion is removed. After the boiling or deaerating period the vent is closed; if this procedure is not followed, the water in the boiler will rise in temperature eventually, and with the change in temperature the oxygen will be released to pit the clean surfaces. For extended periods of several months it is advisable to drain the water, refill with alkaline water, and repeat the boiling process. Instances are known where oil or grease have been applied to the internal surfaces of boilers to preserve the metal; nothing could be worse. Oil of any kind should never be permitted on internal surfaces of boilers.

Care of Piping

Piping often gets too little attention, but it is essential that it be kept in good condition. A thorough yearly inspection should be made of the entire piping system. In older buildings it is frequently found that return lines are buried in the concrete floors of basements; this practice is no longer considered sound. What has often happened in such cases is that leaks develop in the buried portion of the return line. At first the leak has little effect on boiler water level, but eventually a full break occurs and the boiler is quickly drained, resulting in serious damage. Whenever it is possible, buried piping should be exposed and kept that way. Exposed piping may be inspected and repaired at will, and leaks will be detected before the danger point is reached. In inspecting steam piping it is important that supports, clamps, and hangers be examined. The structures to which pipe supports are fastened require attention since shifting walls and sagging members often put excessive strains on the piping. Pipes should be maintained so that return lines and headers slope in the direction of flow to provide adequate drainage of condensate. Minor building changes and additions to piping may make it necessary to provide additional supports for piping.

Heating-Plan Pumps

Feed pumps, circulating pumps, and condensate return pumps are vital parts of many steam plants, and as such they should get proper care. Once a pump is installed satisfactorily, most of its ills develop from improper care. Packing is one of the chief troublemakers, and this because it is often neglected. All packings have definite economic lives. At least once a year all pumps should be packed, although the packing may be found in good condition. Bad packing will score rods, wear out internal parts, cause misalignment, and reduce the capacity of a pump to render good service. The essentials of a good packing are that it be adequate for the service, be of exact size, and give good service, where operations are normal, for at least a year. Regardless of how good a packing is it will eventually dry out, get

(Concluded on page 44)



**TIME
TO
SHINE!**

SUMMER'S a good time to get caught up on all your cleaning chores . . . to make your school building shine from gym to cafeteria.

And summer, like any other season, is a good time to summon the assistance of Wyandotte Cleaners . . . speedy helpers that save money while making "mopping up operations" go faster.

Foremost on the program is that mainstay of maintenance men . . . Wyandotte Detergent. Free-rinsing, quick-acting, it's an expert on just about every job you can name: walls, floors, washbowls, furniture.

There's Wyandotte F-100, too, if you prefer an all-soluble cleaner for these purposes.

Some dishwashing to be done? Wyandotte offers a full line of fast workers, including famous Keego for washing by machine and H. D. C. for dishwashing by hand. And for all germicidal and deodorizing operations, Wyandotte Steri-Chlor, used as a spray or a rinse, will do much to protect the health and well-being of those in your charge.

• Wyandotte Chemicals Corporation consolidates the resources and facilities of Michigan Alkali Company and The J. B. Ford Company to better serve the nation's war and post-war needs.



Wyandotte

SERVICE REPRESENTATIVES IN 88 CITIES

WYANDOTTE CHEMICALS CORPORATION
J. B. FORD DIVISION • WYANDOTTE, MICHIGAN

(Concluded from page 42)

hard, shred, or otherwise reach a condition where its value is worthless, and it becomes a hazard to the pump. When a pump is packed it should be done completely; adding new rings of packing to old ones is bad practice. Old rings should be removed entirely, and the shaft or rod, and the stuffing box must be cleaned. In packing the pump, the rings must be cut to exact size and fitted easily into the stuffing box. After packing, the stuffing box should be taken up to seat the rings, and then the nuts may be loosened.

After the pump is put in service the stuffing box is tightened until slight leakage is attained for lubrication of the packing.

Insulation of Piping

The value of insulation for piping and boilers should be realized by all school executives. In the maintenance program it should not be neglected. Bare surfaces on steam lines and boiler surfaces mean dollars wasted. Insulating materials are available and good dividends may be realized through their proper use.

N.E.A. Asks Federal Aid for Wartime Schools

In a gathering limited in attendance almost wholly to members of its Representative Assembly and its officers and committee members, the National Education Association devoted June 27 to 30, at Indianapolis, Ind., to a consideration of pressing school problems arising out of the war. For the first time since July, 1918, when the Association met at Pittsburgh, all elements of a summer outing were eliminated and the delegates devoted their long daily sessions to averting a growing crisis in the financing of the schools, in the retention of teaching personnel, and in the holding power of schools as applied to 14 to 18-year-old children. Dr. George D. Strayer summarized the situation as the delegates seemed to see it when he said:

"In the country as a whole forty teachers out of every hundred are receiving less than \$1,200 annual salary and eight in every hundred are receiving less than \$600 a year. Contrasted with this situation is the payment of \$1,200 a year for manual labor by the Federal Government.

"We know that under the pressure of a war economy it is necessary for the Federal Government to come into the states and localities and to take from them their most fruitful sources of revenue. We insist that there is a corresponding obligation on the part of the Federal Government to maintain the service of education.

"If our schools are to render the service required of them, the \$300,000,000 provided in the bill now before Congress must be made available to the states. The blood and sweat and tears which we must suffer are all in vain if the freedom of the mind and of the spirit of men is to be denied because of lack of educational opportunity."

The basic danger to the schools lies in the fact that 200,000 teachers have left their posts for war work or for service in the armed forces. While some resignations have resulted from the desire to get into better paying teaching positions, it is likely that the schools will be short 75,000 teachers in September and that one in every four teachers will be new to their immediate jobs. In the rural sections, the situation is cause for genuine alarm. Teachers can hardly be replaced in the South, and in the states of Missouri, Kansas, Maine, etc., federal aid holds out the only

hope for saving the situation in these school systems where increases in teachers' salaries are impossible without injuring state credit.

Child Labor

Child labor between the ages of 14 and 18 has increased alarmingly, and more than two million children in these ages have left school to enter farm and industrial employment, often for jobs in which there is no future. A black market among 14 year olds and younger children is developing. Unless strong measures are taken to enforce both child labor and attendance laws, the effects on these children will be lifelong injury to occupational careers.

Education's Most Difficult Year

Education will face its most difficult year, in the opinion of Dr. John W. Studebaker, who addressed the convention on the "Contribution of Education to the War." Schoolmen cannot rest satisfied with the fine achievement of the schools in selling more than three hundred million dollars in war bonds, in gathering more than one and one-half million tons of scrap, in sponsoring a million victory gardens, and in rendering dozens of other services. Thanks to education, no generation of American fighting men has a clearer notion of the goals for which we fight than the present. The schools cannot continue to play their part to win the war and the peace, he warned, if teachers must leave the profession to make a living. Unless the schools prepare the present school generation for the understanding and solution of the vastly complicated problems of the peace, we cannot organize the peace to banish forevermore the orgies of carnage and destruction which are war.

President A. C. Flora, in his presidential address, urged the cooperation of all citizens in blotting out ignorance, especially among youth. Secretary Willard E. Givens urged a more closely knit organization of the teaching profession as the means of fighting the battles of education.

The assembly resolutions requested (1) that the United States participate in all efforts for the establishment of peace and international order, (2) that the importance of education be recognized in the maintenance of international justice, (3) that federal aid be ex-

tended to education, such support not to involve federal control, (4) that attendance laws be enforced by the states and local schools.

The officers elected for 1943-44 are as follows:

President, Mrs. Edith Joynes, elementary principal, Norfolk, Va.

First vice-president, Harold Smith, superintendent of schools, Glendale, Calif.

Treasurer, B. F. Stanton, Alliance, Ohio.

The 1944 convention will probably be held in Pittsburgh, Pa.

SCHOOL BUSES SHOULD BE PLACED IN STORAGE

The Office of Defense Transportation, in a communication issued on July 2, has called attention to the need of conserving all school buses for use during the coming school year. It points out that school buses remaining idle during the summer should be stored in suitable structures during the vacation period in order to keep them in good shape.

Emphasizing the need for careful maintenance of idle equipment, a warning is given that buses left outdoors, or otherwise neglected in the summer, may suffer serious deterioration.

School-bus operators should take advantage of the off-school season to have their vehicles overhauled and the necessary repairs made.

The procedure outlined below is for vehicles in dead storage:

1. *Vehicle:* (a) Thoroughly wash vehicle; remove all foreign substances, mud, dirt, grease, spots, oil, tar. (b) Check paint; touch up all exposed surfaces to prevent rust. (c) Store in clean, dry place, cool and dark if possible.

2. *Windshield wiper:* Remove blades and store; check windshield wiper motor and make necessary repairs.

3. *Chrome-plated surfaces:* Thoroughly wash and clean all chrome-plated surfaces with clear water; when dry, apply a coating of light oil, liquid wax, or grease.

4. *Engine:* (a) Drain engine oil after engine has been run long enough to be thoroughly warmed up, and refill crankcase with at least one-half charge of rust-inhibiting oil. (b) Run engine for five minutes at idle speed, or about 1000 r.p.m., leave this oil in engine. (c) Drain oil filter or replace with new filter element.

5. *Fuel system and carburetor:* (a) Drain gasoline tank completely and replace filler cap to exclude dust. (b) Run engine until all gasoline is consumed. (c) Drain fuel filters and fuel pump.

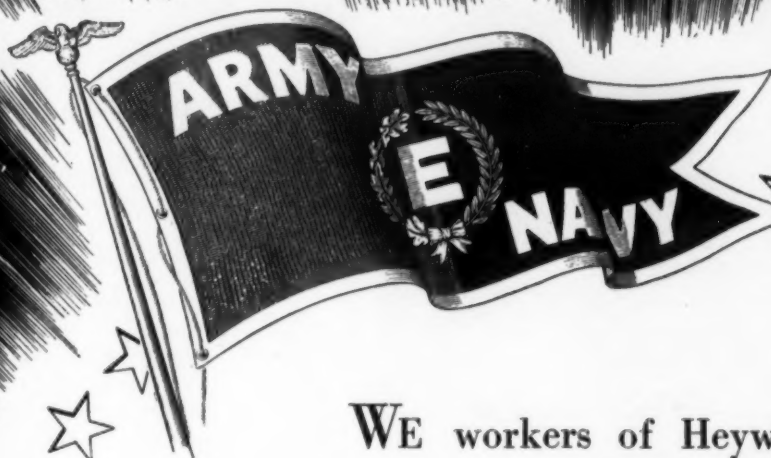
6. *Spark plugs:* Remove spark plugs. Inject 2 ounces of rust-inhibiting oil into each cylinder when piston is on the power stroke. Turn engine over a few revolutions with starter. Replace spark plugs, finger tight.

7. *Valve compartment* (overhead valve engine): Remove cover. Spray rust-preventive compound or S.A.E. 10-W on mechanism and inside cover. Replace cover.

8. *Seal the engine.* This can be done in the following manner: Remove engine oil filler tube cover and crankcase breather cover, if there is one, and seal the openings. Also seal the air cleaner, tail pipe, and any other openings into the engine. Tubes or pipes can be sealed satisfactorily by covering with edges of the paper around the tube and tying them with a cord. The air cleaner can be sealed conveniently by covering with a paper bag and tying a cord around it at the solid part on the engine side of the air intake openings. Sealing the engine to a large extent prevents air moisture from entering the engine.

(Concluded on page 46)

To HEYWOOD-WAKEFIELD
"for high achievement in War Production"



WE workers of Heywood-Wakefield are proud indeed to be honored with the Army-Navy "E" award. If any war item which we have manufactured has helped to save the life of one American boy we are everlastingly grateful and amply rewarded. Now that this beautiful emblem is ours we have a new inspiration, namely, to *add* a star for each succeeding six months of continued "high achievement". Toward that objective we are moving steadfastly . . . and as one.

Richard N. Greenwood, President

HEYWOOD-WAKEFIELD COMPANY

HEYWOOD-WAKEFIELD

Established 1826

GARDNER MASSACHUSETTS

(Concluded from page 44)

9. *Remove the battery* and store it in a cool place near recharging equipment, to facilitate servicing. Clean battery connections and wipe with light grease.

10. *Battery maintenance:* (a) Check the specific gravity at regular intervals of six weeks, except in extremely hot weather when inspection periods should be cut to three weeks. (b) Check and correct water level at each inspection and recharge batteries as necessary to bring gravity reading to 1280 or above. In no case should the specific gravity be allowed to fall below 1220. These specific gravity readings are given for batteries at 60° F. air temperature.

11. *Cooling system:* Completely drain cooling system including radiator, cylinder block, pump,

heater, hose and all water connections. Leave system dry. (Note: If coolant contains antifreeze with rust-inhibiting solution it may be left in the cooling system.)

12. *Brakes:* Leave all brakes in released position, drain air compressor and storage tanks, lubricate operating mechanism.

13. *Clutch:* Block the pedal of dry clutches in partially disengaged position. It is not necessary to disengage other type clutches.

14. *Tires:* Jack up vehicles in storage space. Remove tires from wheels. Leave wheels mounted on axle spindles. Lower weight of vehicle to rest upon wheels. Store tires in a dark cool place protected from direct sunlight, in a horizontal position, with separators. Have tires checked thoroughly by tire repair shop.

15. *Latches, hinges, door hardware, brake connections:* Lubricate with light oil.

16. *Doors, windows, and vents:* (a) Close all doors, windows, and vents tightly. (b) Leave cowl ventilator open (if screened).

PLANNING AFTERWAR SCHOOL-BUILDING PROGRAMS

A problem confronting every board of education at present is the planning of school-plant rehabilitation and expansion during the immediate afterwar period. Boards, particularly in the large cities, are confronted with a need for additional classroom space, with problems of rehabilitation, obsolescent and worn-out buildings, etc. In the medium-size and small cities similar problems are frequently found, particularly where the war has developed new residential areas near industrial plants which will be converted to peacetime production.

The board of education at Cincinnati, Ohio, has outlined a complete study of its building situation in order to determine what may be necessary in the way of new buildings and sites, modernization of portions of the present housing or expansion of some present sites, the issuing of bonds for the financing of needed buildings, etc. The board realizes that every aspect of the problem of postwar planning is interrelated and is basic to the determination of these problems: What buildings are to be built; where they are to be built; what is to be their size. The Cincinnati study provides an outline that is of use in every city.

SECTION I

1. Determination of population trends and their projection for the next 10 to 20 years to show:

- Shifts in general population
- Distribution of age groups

2. Determination of new buildings to be built in the next 15 years, and location and order of priority:

- As replacements of obsolete plants or leased quarters
- To provide facilities in new subdivisions
- To complete plant requirements

3. Determination of site expansions:

- For acquiring sites against probable future needs
- For enlarging limited and inadequate sites
- For developing (if such policy seems desirable) play fields in cooperation with the city where sites adjacent to school buildings are not available

4. Determination of continuing records to be kept as basic data for later periodic surveys.

SECTION II

5. Determination of educational policy to govern:

- The scope and nature of educational services to be offered the community
- The types of buildings to be provided, i.e., primary, elementary, junior high school, senior high school, vocational high school, technical, special schools, administrative groups
- The age groups to be served
- The nature of the facilities to be provided

6. Determination of standards to govern:

- Size of sites and their facilities
- Range of building facilities for various kinds of schools
- The facilities themselves
- The equipment to be provided

SECTION III

7. Determination of buildings to be abandoned and the disposition of the same because of:

- Obsolescence
- Buildings or sites are no longer needed

Start an architect on your school plans NOW



Question—Why plan when you can't build?

Answer—We Americans have made a promise to supply jobs to our men in the armed forces when they come home. Only with definite plans started now and completed before the war ends, can the promise be fulfilled quickly.

Question—Who's available to draw such plans now?

Answer—Numerous talented architects, specialists in school design, are immediately available.

Question—Why is full postwar employment in the Building Construction Industry of special importance to all loyal Americans?

Answer—The Building Industry, made up chiefly of hundreds of small firms, is America's No. 1 Industry. It must employ a large part of the postwar millions. You can help by getting school plans started now.

Question—What can I do to get the drawing of plans under way?

Answer—Call the need for planning now, to your school boards and school officials. Urge them to use available facilities of architects, engineers, contractors, builders, realtors, etc., for forward planning now.

DETROIT STEEL PRODUCTS COMPANY
Now Exclusively Engaged in War Goods Manufacture
Dept. A-J-8 • 2254 East Grand Blvd. • Detroit, Mich.
Pacific Coast Plant, Oakland, California



Women's Dormitory, Scarritte College for Christian Workers, Nashville, Tenn. Henry C. Hibbs, Architect; W. R. Smith & Sons, Contractors

Fenestra POSTWAR SCHOOL *Windows*

8. Determination of building to be modernized

by:

- a) Additions to or alteration of the buildings
- b) New mechanical equipment

SECTION IV

9. Determination of major changes in materials and methods of construction with respect to:

- a) Design
- b) Materials
- c) Construction methods
- d) Mechanical equipment

10. Determination with the help of other school systems of changes in the state building code that should be sponsored and effected if possible.

11. Determination of probable approximate cost based on most recent available cost data and the analysis of methods of finance.

AN EFFECTIVE TABLEAU FOR WAR GRADUATION

As has been the custom for the past five years, the senior class of Bellwood-Antis High School in Bellwood, Pa., staged a short pageant for its 1943 commencement program. This year a patriotic pageant, called "The Battle Has Been Joined," was arranged and produced by members of the faculty and students.

Since the number of published pageants available is rather limited, and since those pageants which can be bought seldom fit the specific local purpose, the Bellwood-Antis High School prepares its own pageants. Mr. George D. Weiss, supervising principal of the Bellwood-Antis High School, provided the idea for the pageant this year. He suggested a series of scenes and tableaux based on some of the patriotic posters which the OWI has issued.

The pageant was in two parts. Part One, in four scenes, represented the poster of the four freedoms by Norman Rockwell, first published in the *Saturday Evening Post*. Part One was called "Ours—To Fight For," from the caption on the poster. The four scenes of Part One were simply Rockwell's four paintings come to life with dialog and action.

Part One of the pageant showed what we are fighting *for*; Part Two illustrated *how* we are fighting. Part Two, called "An Enemy Hath Done This," was a series of five tableaux. Tableau I was based on the poster of the Pearl Harbor Attack—the poster showing the American flag full of holes and tatters. This poster was reproduced on a large scale by members of the elective art class. Grouped about it on the stage were Americans in appropriate postures, showing the reaction of Americans to the attack on Pearl Harbor. Tableau II was an exact duplicate of the poster, "Americans Will Always Fight for Freedom," showing the spirits of the soldiers of 1778 gazing at the soldiers of 1943. Tableau III represented the labor poster in which workmen are holding up their tools, doing their part for freedom. Tableau IV was a combination of several posters and showed the activities of the Red Cross. Four Red Cross nurses distributed food and clothing, helped to give a blood transfusion to a wounded soldier, and bound up the wounds of another soldier.

Tableau V was built around the poster showing the dead soldier, with the legend beginning, "Today—at the front he died. Today, what did you do for freedom?" The picture was built up by placing behind the



RIGHT now, cleaning help is hard to get. Yet when school opens in the fall, classrooms will be busier than ever . . . and floors will need constant attention. So start planning today to keep them spotless—without having to hire extra help. Do what other schools have done—replace worn-out floors with easy-to-care-for Armstrong's Linoleum!

It's simple to clean Armstrong Floors—no matter how big the job, or how small or inexperienced the crew. A routine sweeping, an occasional washing and waxing is all that's needed. With that simple care—and nothing more—Armstrong's Linoleum stays bright and beautiful for years.

You'll welcome Armstrong Floors in your school for other reasons, too. For one thing, Armstrong's Linoleum is built to take today's extra wear and tear. It is

quiet and comfortable underfoot. And this modern, colorful flooring fits into any school interior, helps make older rooms brighter and more attractive.

Get the Right Floor Right Now

Ask your architect—or your local linoleum merchant to show you samples, give you facts and figures on the kind of Armstrong Floors that will be most efficient in your school. Installation is easy and prices moderate. And if you want to see how Armstrong's Linoleum is serving in schools and public buildings everywhere, send for your copy of our color-illustrated book, "Better Floors." No charge—just write Armstrong Cork Company, Floor Division, 2008 State Street, Lancaster, Pa.



THE ARMY-NAVY "E" flies over our Lancaster factories. It was awarded for excellence in the production of shells, bombs, aircraft parts, and many other war materials.

ARMSTRONG'S LINOLEUM

LINOFLOR AND LINOWALL

Custom-Laid or  Standard Designs

dead soldier, who, of course, occupied the center of the stage, a white cross on which were hanging a helmet and a cartridge belt. (This was from another poster.) In a semi-circle around the stage were five groups showing some of the things we can do for freedom — the giving of scrap, carrying our own packages, serving in civilian defense, buying bonds and stamps, and giving blood. Just before each scene and tableau a narrator spoke appropriate words, binding the scenes and tableaux into one unit.

Producing this pageant involved the work of the music, art, and shop departments, as well as the senior class, the members of which acted in it. During each tableau the mixed chorus, under the direction of Miss Eleanor Miller, sang appropriate selections which

added much to the general effect. Mr. Harry Knox, and his boys in the shop department set up the background (made of flats — the school does not have curtains, which would have been more suitable for the occasion) and built the stage props needed. These props consisted of the following: the reproduction of the Pearl Harbor scene (this was the size of two flats); the entrance to a house, used in Tableau V, in the doorway of which a housewife then stood giving scrap to a Victory Corps collector; a booth, also used in Tableau V, at which were sold bonds and stamps; a white cross, and the framework for a stained glass window (used in the Freedom of Worship scene in Part One). The members of the elective art class, with their instructor, Miss Emily Sperber, then painted these pieces,

as well as the flats of the background. The background was painted a plain dark green. For lighting, which is especially important in tableaux, homemade spotlights only were used. In each of the spots photoflood lamps were mounted, which gave excellent soft effect.

This pageant, which was highly successful, impressed upon the school staff again how much can be done with practically no materials, but where there is competent direction and an enthusiastic group of workers.

CONROE SCHOOLS ORGANIZED TO WIN THE WAR

The public schools of Conroe, Tex., during the past school year, served in every activity lending itself to the war effort. Under the direction of Mr. Hulon N. Anderson, superintendent of schools, the pupils and teaching staff cooperated 100 per cent in numerous calls for service and training. In the high school, the boys built model airplanes for the government. The scrap drive, carried out with enthusiasm, was a huge success. A victory program conducted through the schools produced bond sales far exceeding all expectations. The schools cooperated in the Red Cross and USO drives which were promoted in the nine schools of the district. Classes were organized in such subjects as aeronautics, shopwork, drafting, science, and mathematics. Spanish was taught beginning with the second-year level and reaching down to the junior and senior high school levels.

All teaching plans of the schools have been restricted by the shortage of men teachers, especially in health, safety, and physical-education classes for boys. Many of the teachers have gone into defense work, as well as the armed services, which has also been the case with the students. It has been quite impossible to obtain an agricultural teacher for the next year so that the department was ordered discontinued. At present there is a demand for teachers of mathematics, science, and mechanical drawing. This situation will have an effect upon the military and industrial needs. Last year, some military drill was introduced but it was impossible to get an ROTC unit.

For 1943-44, it is not planned to effect any important changes in the high school program, except that homemaking and shopwork classes are being retained. A course in preinduction training is planned. In adult education, plans and equipment are open to the workers from the near-by oil field for classes to be conducted by their own instructors. Some adult education work has been carried on with government aid and with help combined with local teachers working on the job.

The business administration department has functioned quite well since the adoption of the budget law in Texas. The personnel and salary policy have been well cared for. A district maintenance superintendent has been employed to supervise the buildings of the district and to see that the buildings are kept in good repair. Salaries offered to teachers and school employees are quite satisfactory, but it is not possible to compete with the wartime salaries of other organizations. The school board has ample funds for carrying on the work of the schools for salary increases, due to the increase in the state per capita apportionment.

The school district has a school plant with a valuation of \$1,238,750. There are no debts.

NYA Abolished

The National Youth Administration has been discontinued, after a service of eight years and three days. The order for the cessation of work in some 500 communities was given by the director, Aubrey Williams, after Congress cut the NYA appropriation down to a \$3,000,000 fund.

All project supervisor personnel have been dismissed and the headquarters staff has been cut to a bare modicum to wind up the affairs.



'WAY OVER YONDER

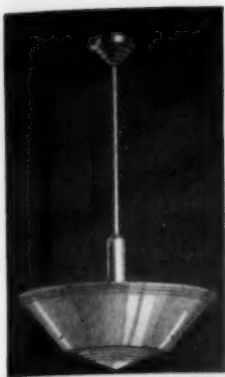
Off in the haze of tomorrow lies the brighter day beyond victory, when we can again make Von Duprin devices as well as we know how, and can supply them in unlimited quantities.

In the meantime we are keeping faith with the occupants of your buildings. For today's Von Duprins are sure and fast in operation, are safe beyond any question. Plain and simple in appearance, they are made only of tough, fracture-proof malleable iron.

They are, in actual fact, sturdier and surer than many former models which gave complete satisfaction after twenty to thirty years of service on busy doors.

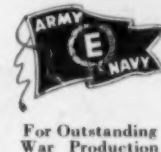


Wakefield **COMMODORES** provide eyesight protection for training **MANPOWER**



Warime E. S. M. W. T. class at CASE SCHOOL OF APPLIED SCIENCE. 50 foot-candles on drafting since room was re-lighted with Commodores.

Many a school and college has taken on a double job now . . . serving students by day . . . and at night, training people for war work, Wakefield COMMODORES can help on both . . . guarding eyesight from strain . . . encouraging greater alertness and attention. For the COMMODORE not only gives diffused light but 86% of the light from the bare bulb by test of impartial Electrical Testing Laboratories. Maintenance cost is low; since the Plaskon shade of this unit is easy and safe to handle and clean. Note: The COMMODORE is still available for essential use. Write for details.



THE F. W. Wakefield BRASS COMPANY

RED SPOT LIGHTING FOR COMBAT OPERATIONS AND WAR PRODUCTION

VERMILION, OHIO

School Law

Schools and School Districts

"School districts" of Pennsylvania are not sovereignities but are agencies of the state legislature to administer the constitutional duty of maintaining a thorough and efficient system of public schools. — *School Dist. of Pittsburgh v. Allegheny County*, 31 Atlantic reporter 2d 707, 347 Pa. 101.

School District Property

A high school manual-training teacher, taking on and having full charge of the erection of a vocational training building, assumes the duty to use due care and proper precaution to prevent injuries to his pupils used in such work and would be liable for injuries to one of such pupils as a proximate result of the teacher's failure to discharge such duty, whether by misfeasance or nonfeasance. — *Brooks v. Jacobs*, 31 Atlantic reporter 2d 414, Me.

A school-bus driver, who stopped his bus with left wheels on the pavement and right wheels on the shoulder on the opposite side of the highway from the home of a school girl, for the purpose of discharging a school girl, was not guilty of negligence which would render him liable for injuries sustained by the girl when struck by an automobile while attempting to cross the highway to her home. — *Gholston v. Richards*, 169 Southwestern reporter 2d 846, Tenn.

Teachers

The execution of a contract to teach elsewhere, after a school trustee had unequivocally, though unjustifiedly, refused to enter into a definite contract for the ensuing school year with a tenure teacher, did not constitute an "abandon-

ment" or "cancellation" of the teacher's tenure contract. Ind. acts of 1927, c. 97, §§ 1, 2, 4; Burns' ann. st. § 28-4307 et seq.; Ind. acts of 1939, c. 155. — *Engel v. Mathley*, 48 Northeastern reporter 2d 463, Ind. App.

A tenure teacher's right to employment is made continuing by the Indiana statute, and failure to assert such right when violated does not necessarily amount to a "waiver" of tenure status. Ind. acts of 1927, c. 97, §§ 1, 2, 4; Burns' ann. st. § 28-4307 et seq.; Ind. acts of 1939, c. 155. — *Engel v. Mathley*, 48 Northeastern reporter 2d 463, Ind. App.

The provisions of the California school code, prescribing the procedure to be followed in the case of the dismissal of a teacher, indicate a legislative intent that no teacher, and especially one holding permanent tenure, should be deprived of credentials to teach in any public schools of the state without charges being filed and without being afforded the right of trial on such charges so that the teacher may defend himself against such charges. Calif. school code, §§ 5.381, 5.382, 5.390-5.394, 5.420, 5.500, 5.650-5.652, 5.654. — *Matteson v. State Board of Education*, 136 Pacific reporter 2d 120, Calif. App.

An attempted cancellation of a tenure teacher's contract with a school township, by merely giving a notice of cancellation on the ground of the teacher's marriage, did not terminate her status as a permanent teacher. Ind. acts of 1927, c. 97, §§ 1, 2, 4; Burns' ann. st. § 28-4307 et seq.; Ind. acts of 1939, c. 155. — *Engel v. Mathley*, 48 Northeastern reporter 2d 463, Ind. App.

Where the California State Commission of Credentials illegally refused to renew the credentials of a school teacher, and the local board, on the basis of the Commission's action, illegally dismissed the teacher without charges or a trial, the teacher was entitled to be restored to her position with full salary from the date of her

dismissal. Calif. school code, §§ 2.138, 5.381, 5.382, 5.390-5.394, 5.420, 5.500, 5.650-5.652, 5.654. — *Matteson v. State Board of Education*, 136 Pacific reporter 2d 120, Calif. App.

NEWS OF OFFICIALS

► The school board at Selma, Ky., has reorganized with J. E. WILKINSON as president, and E. C. MELVIN as vice-president.

► E. B. MORE has been re-elected president of the school board at Marshall, Mich. L. W. SCHROEDER was re-elected secretary, and Mrs. L. C. SHERMAN was chosen treasurer.

► ROY WOODS has been elected president of the school board at Wilburton, Okla.

► The school board at Drumright, Okla., has reorganized with E. E. SOWERS as president; VIER WINANS as vice-president, LUCILE ANDERSON as clerk; and A. J. SCHEER as treasurer.

► The school board at Hobart, Okla., has reorganized with DOYLE ROGERS as president; CHARLES HARRIS as vice-president; and FRANK H. THAYER as clerk.

► JOE STROUD has been elected president of the school board at Altus, Okla.

► The school board at Evansville, Ind., has reorganized with DR. J. F. WYNN as president; MRS. NEVA G. SANDLEBEN as secretary; and MALCOLM KOCH as treasurer.

► EARL G. GOODBAR has been elected president of the school board at Colorado Springs, Colo. DANIEL F. SANTRY, JR., was elected secretary, and WALTER C. BYBEE was named treasurer.

► DR. D. D. STOCKMAN has been elected president of the school board at Salt Lake City, Utah. JOHN B. MATHESON was elected vice-president.

► H. W. RAWSON has been re-elected president of the school board at Waupaca, Wis.

► DR. W. R. MANZ has been elected president of the school board at Eau Claire, Wis. E. J. LOETHER was named vice-president.

► ROBERT PORTER has been appointed business manager for the board of education at Beloit, Wis. He succeeds John C. Cameron.

► The school board at Gordon, Neb., has reorganized with LESLIE FULLERTON as president; FOLSOM GATES as vice-president; and K. H. HULL as secretary.

School Board News

► The board of education at LaSalle, Ill., has voted to re-establish the committee system of administering the schools. Committees which will be set up under the new bylaws amendment include purchasing, building and grounds, teachers, auditing, finance, and textbooks. Committee appointments are to be made by the president. The LaSalle Post-Tribune reported the board's action as having "turned back the clock."

► New York, N. Y. In an effort to ease the pressure of routine work upon the school authorities, the board of education has begun a six-month experiment in lengthening the time between

meetings of the board. Hereafter the board will meet every third Wednesday, beginning September 8, instead of twice monthly. For years the board had met on the second and fourth Wednesday of every month. The new schedule will eliminate the necessity of laying over matters presented to the board for action.

► Fitchburg, Mass. The school board has effected a change in school organization to bring all schools under the six-two-four plan, with a two-year junior high school, and a four-year senior high school. A three-year junior college will be operated.

► Mitchell, S. Dak. Upon recommendation of Supt. John C. Lindsey, plans have been made to do a better job of guidance and counseling in the schools. The home-economics courses have been readjusted to provide more adequate training in nutrition, rationing of foods, substitutes,

economy in preparation and preservation of food, repair of clothing, and home nursing. The social-science courses have been revised to more nearly meet the preparation for war activities.

► Houston, Tex. A course in distributive education will be offered in the high school in the fall to young people over 16 years of age. Students will attend class one-half day, taking the regular high school courses, and will work in retail, wholesale, or service fields the remainder of the day. In the classroom, students will receive instruction directly related to their chosen occupation.

► Longview, Tex. The school board has approved a plan, calling for adjustments in the school curriculum to meet the new vocational demands. A number of new courses are planned for the coming school year in keeping with changes and new demands. Among the changes directed by Supt. H. L. Foster are additional industrial courses, military drill in the senior high school, social studies changes to permit more attention to individual needs, more adult education courses, new preinduction courses, and vocational offerings.

A change has been effected in the business department to effect closer cooperation and personal supervision. All departments of the schools have been urged to keep the purchases of school materials to a minimum. Salaries have been raised considerably to meet the present war situation.

► Detroit, Mich. A new aeromechanics school has been opened by the board of education near the city airport. The school will operate day classes devoted solely to aircraft training. A three-year cooperative program has been arranged, with emphasis on mechanics and aeronautics.

► New Orleans, La. More than 270 boys from Orleans Parish have entered upon a prefarm employment training program at the Warren Easton High School to fit them for work on farms. The students receive three hours' instruction daily and classes are maintained throughout the day. A special fund has been made available to defray the expenses of the program.

► Peoria, Ill. The school board has taken over the management of the Peoria County Vocational School. The school trains students for war emergency work and classes are conducted in machine-shop work and welding. The school operates in three shifts and the students include men and women, boys and girls. Supplementary classes are held six hours weekly for persons employed. Pre-employment classes are also conducted for those not employed and for persons employed in non-essential employment. Mr. Paul R. Waugh will be in charge of the school, with Mr. L. P. Elliott acting as supervisor.

► The St. Louis teachers' pension bill, affecting 3000 teachers and 1500 school employees, has been signed by Governor Donnell of Missouri. The law provides annual pensions, beginning with a maximum of \$720 a year, and increasing to a maximum of \$1,000 a year after the system has been in operation 35 years. The plan will be financed by individual contributions by teachers of 5 per cent of their salaries up to \$2,000 a year, and equal contributions from school funds by the board of education.

► Louisville, Ky. On recommendation of Supt. Z. E. Scott, the school board has voted to give ten days' sick leave with full pay to all school employees. The plan, which goes into effect in September, provides that employees shall be allowed ten consecutive days of absence because of personal illness. Three days' absence without reduction in pay will be allowed due to a death in the immediate family. All absences of five days or more must be certified by a physician.

► New Orleans, La. The Orleans Parish school board and the city health department have sponsored a health unit, to be used in connection with school health activities. A \$7,000 mobile diagnostic X-ray unit has been purchased for use in diagnosing tuberculosis.



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Reading as a Visual Task

By Matthew Luckiesh, D.Sc., D.E. Cloth, 428 pages. D. Van Nostrand Company, New York, N. Y.

This book reports the author's years of research in developing criteria for optimum readability of printed materials. The entire interrelated and confusingly complicated factors of size, contrast, brightness, and time, together with the psycho-physiological effects of reading, are discussed. The recommendations concerning type faces and sizes, leading and length of lines, and the suggestions on paper and inks are of extreme value to such buyers of books as school executives and librarians and to publishers and printers as producers. The general recommendations of the writers are widely in use in the best modern books and in a few periodicals, but the reasons for the optimum conditions recommended are almost totally unfamiliar. The book is an essential addition to the offices of school executives.

Look and Learn

By Wilbur L. Beauchamp and Gertrude Crampton Cloth, 109 pages. Price, 84 cents. Scott, Foresman Company, Chicago, Ill.

This teachers' manual for the first grade, "Look and Learn" science texts, sets an entirely new standard for the day to day teaching of primary science. The book well illustrates the fact that frequently the total of a book is far more than the sum of the individual parts. The suggestions for developing the child's area of interests, of inducing him to observe accurately, to generalize, and to use his knowledge are splendid.

Organic Chemistry Simplified

By Rudolph Macy. Cloth, viii-431 pages. Price, \$3.75. The Chemical Publishing Company, Brooklyn, N. Y.

This comprehensive course in the chemistry of carbon compounds reviews in Part I the fundamental theory of the structure of atoms and molecules and proceeds in Part II to analyze the structure, or architecture, of the important carbon compounds. Part III closely classifies the carbon compounds by families according to homologous groups and according to the construction of the molecules. Part IV takes up special topics in organic chemistry with some emphasis on present-day applications in the fields of health and nutrition, drugs, dyes, isotopes, giant molecules, etc. The author has unusual ability to make clear difficult concepts and complicated structures.

Away We Go

By Horace Mann Buckley, Margaret L. White, Alice B. Adams, and Leslie R. Silvernale. Paper, 55 pages. Price, 28 cents. American Book Company, New York, N. Y.

Child interests, play, home and school activities constitute the subject matter of this well-illustrated safety primer.

Directed Homework in Gregg Shorthand

By I. H. Young. Paper, 88 cents. The Gregg Publishing Co., New York, N. Y.

This workbook brings to the field of shorthand an effective tool for making homework ample in amount and kind. The student is compelled to repeat and "re-create" shorthand word forms in a manner which experience proves brings results in speed and accuracy.

This Land We Defend

By Hugh Bennett and W. C. Pryor. Cloth, 107 pages. Price, \$1.50. Longmans, Green & Company, New York, N. Y.

A timely argument for soil conservation, this book is addressed to children in the middle grades.

Essentials of Algebra

By Walter W. Hart. Cloth, 480 pages. Price, \$1.68. D. C. Heath & Company, Boston, Mass.

This complete second-year course repeats in the first six chapters the fundamental principles of the first course and then carries on into square root, quadratics, imaginary and complex numbers, progression, algebraic geometry, numerical trigonometry, equations of higher degree, determinants, etc. The step-by-step introductions to topics, frequent self-tests, and cumulative reviews, and fully graded problems, with numerous practical problems will build up interest and create a sense of achievement.

English for Life

By Martha Gray. Four books of 96 pages each in paper binding: *Explaining, Understanding, Improving, and Summarizing*. Each 60 cents. J. B. Lippincott Co., Philadelphia, Pa.

Combination textbooks and workbooks in functional grammar, spelling, and the mechanics of composition. Exercises on the outer half of each sheet may be torn off, leaving the explanations for permanent reference.

Graphic Bookbinding

By Louis J. Haas. Paper, 28 pages. Price, 50 cents. Published by the author, at 3 Gedney Terrace, White Plains, N. Y.

This book describes the processes involved in breaking up an old book or magazine, sewing the signatures, making the covers, fastening and finishing the volume. Information is provided concerning tools, materials, and lettering.

War-time Employment of Boys and Girls Under 18

Paper, 16 pages. Publication 289, 1943, Children's Bureau, U. S. Department of Labor, Washington, D. C.

An outline of plans for participation of youth in war-time employment, offering guiding principles, and programs based on the particular needs of young persons at different ages. It includes important guideposts to point the way to young persons desiring to enter war-time employment.

Our Armed Forces

Paper, quarto, 136 pages. Price, 35 cents. The Infantry Journal, 1115 Seventeenth St., N.W., Washington, D. C.

This source book of information on the organization of Army, Navy, Marines, and Coast Guard is addressed to high school students. It provides in simple, direct form all that boys and girls need to know and understand in preparation for entry into the armed forces.

Business Filing

By Bassett & Agnew. Cloth, 176 pages, illustrated and an envelope of practice material. South-Western Publishing Co., Cincinnati, Ohio.

Here is a complete, though brief, course in all phases of business filing and indexing with a study of the problems, methods, and efficiency of the various systems.

SCHOOL-BOND SALES

During the month of June, 1943, school bonds in the amount of \$520,000 were sold in the United States. During the same period, refunding bonds and short-term paper, in the amount of \$536,100 was marketed.

In the Province of Quebec, Canada, bonds in the amount of \$4,136,000 were sold.

The average interest rate for the United States was 1.86 per cent.

SCHOOL-BUILDING CONSTRUCTION

In 11 states west of the Rocky Mountains, contracts were let during June for 10 school buildings, to cost \$691,937. Seven additional projects in preliminary stages were reported, at a possible cost of \$562,000.

In 37 states east of the Rockies, Dodge reports contracts let for 276 school buildings to cost \$7,942,000.

Planning for the Future?


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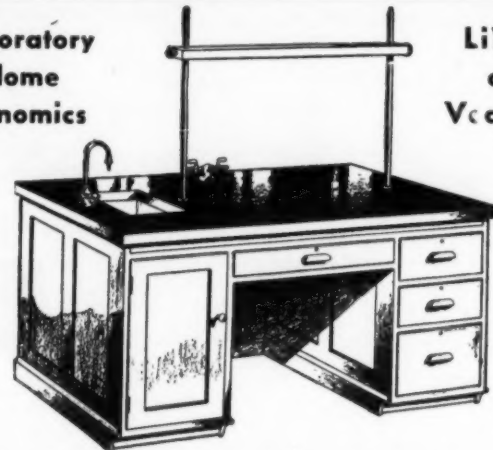
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BLUNDERS OF THE SCHOOL CAUCUS

(Concluded from page 27)

save to try to win in political contests. This begs the whole question of an informed electorate. Obviously it is the responsibility of school officials to supply continuously the answers to the public's questions.

Personal News

- WARREN P. SHEPHERD has been elected superintendent of schools at Ottawa, Ill.
- L. EDMOND EARY, of Amasa, Mich., has been elected superintendent of the Hoover schools in Flint.
- HOWARD GADWIN, of Cable, Ohio, has been elected superintendent of the Wren centralized school at Van Wert.
- DR. R. L. BEDWELL, of Columbus, Miss., has been elected superintendent of schools at Hot Springs, Ark.
- DR. E. E. OBERHOLTZER, of Houston, Tex., has been re-elected for a five-year term, beginning July 1.
- SUPT. C. B. MUMMART, of Prophetstown, Ill., has been re-elected for his fourteenth consecutive year.
- IRVIN A. ROSA, of Rochester, Minn., has assumed the office of superintendent of schools at Davenport, Iowa. He succeeds Irvin H. Schmitt.
- CLARK WRIGHT McDERMITH, of Laconia, N. H., has been elected superintendent of schools at Salem, Mass., at a salary of \$5,600 per year.
- JOHN J. ROLFE, of Hinsdale, Mass., has been elected superintendent of schools at Dighton.
- SUPT. CLARENCE W. BOSWORTH, of Cranston, R. I., has been re-elected for a two-year term.
- SUPT. J. R. HOLMES, of Muskogee, Okla., has been re-elected for another year.
- DR. CLAUDE S. CHAPPELEAR, of Ottawa, Ill., died at his home on June 7. He had served as superintendent at Galena before going to Ottawa.
- WENSEL BROWN has been elected superintendent of schools at Granite City, Ill.
- DALE D. BROWN, of Whitehall, Mich., has been elected superintendent of schools at Owosso.
- SUPT. BENJAMIN S. KLAGER, of Bay City, Mich., has received the honorary degree of master of education from the Michigan State Normal College.
- HENRY DeHART, of McBain, Mich., has been elected superintendent of schools at Sparta.
- R. M. KELLOGG, of Athens, Mich., has been elected superintendent of schools at Gobles.
- J. C. RICE, of Martinsville, Ind., has been elected superintendent of schools at Frankfort. RALPH DORSETT has been elected superintendent to succeed Mr. Rice.
- CHARLES BUTTERFIELD, of Wayne, Mich., has been elected superintendent of schools at Almont.
- E. A. JENSEN, of Heyworth, Ill., has been elected superintendent of schools at Knoxville.
- W. B. OWEN, of Horse Cave, Ky., has been elected superintendent of schools at Leitchfield.
- GEORGE T. WILKINS, of Thebes, Ill., has been elected superintendent of schools at Madison.
- J. H. HOUSE, of Tifton, Ga., has been elected superintendent of schools at Cairo.
- WILLARD MURPHY, of Brewster, Minn., has been elected superintendent of schools. He was formerly principal of the high school.
- SUPT. J. R. FRAZIER, of Wewoka, Okla., has been re-elected for the next year.
- VERN HUTCHISON, of Estelline, S. Dak., has accepted a position in Arlington.
- VIRGIL GEIGER, of Sunrise, Wyo., has been elected superintendent of schools at Louisville, Wyo.
- SUPT. HARRY GOWANS, of Tulsa, Okla., has been re-elected for another year.
- L. H. LAMB, formerly of Flint, Mich., has been elected superintendent of schools at Manitowoc, Wis., to succeed Hugh S. Bonar.
- HARLEY J. POWELL has been elected superintendent of schools at Watertown, Wis. The appointment is for a three-year term, at a salary of \$4,400 to \$4,800 per year.
- BUELL E. CRUM, of Griffith, Ind., has been elected superintendent of the Westchester township schools at Chesterton.
- C. W. BEMER has entered upon his duties as superintendent of schools at Muskegon, Mich., where he succeeds John A. Craig.
- DR. PAUL T. RANKIN has been elected assistant superintendent of schools at Detroit, Mich. Dr. Rankin was formerly supervising director of the research and information service.
- J. RALPH IRONS, superintendent of schools at Evansville, Ind., has been given a leave of absence to join the



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armed services. Alex Jardine has been appointed acting superintendent during the absence of Mr. Irons.

► MICHAEL HUBER has been elected president of the school board at Plymouth, Mich.

► The school board at Johnson City, Tenn., has reorganized with JOHN M. MASENGILL as president, and PAUL JONES as vice-president.

► DR. W. R. MANZ has been elected president of the board of education at Eau Claire, Wis.

► The board of education at Detroit, Mich., has reorganized with DR. BURT R. SHURLY as president, and DR. CLARK D. BROOKS as vice-president.

► FREDERICK H. POTTER has been elected president of the school board of Milwaukee, Wis., to succeed William K. Stumpf.

► C. A. HALMSTAD has been elected acting business manager for the board of education at La Crosse, Wis.

► The board of education at Two Rivers, Wis., has reorganized with WILLARD F. SAUVRE as president; HENRY KAPPELMANN as vice-president; and MISS GERTRUDE DAETZ as secretary.

► The school board at West Allis, Wis., has reorganized

with HARRY G. MILLER as president; MICHAEL BENESCH as vice-president; and LEORA V. KLUMB as secretary.

► W. R. GODWIN, of Laporte, Ind., has been elected superintendent of schools at Hutchinson, Kans.

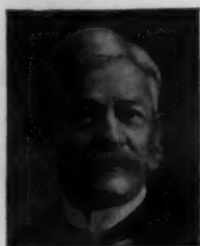
SUPERINTENDENT AYER RETIRES

J. Warren Ayer, superintendent of schools at Eureka, Calif., retired from the superintendency and from school-work on August 1, after a service of 36 years in public education.

Mr. Ayer who has completed 21 years of service as superintendent in three cities in California had spent 9 years in Los Gatos and 8 years in Monrovia, prior to his service in Eureka. He had been engaged in educational work continuously since 1907.

He is a graduate of Otterbein College, Westerville, Ohio, of Cincinnati University, and of Stanford University, California. He has held teaching and administrative positions in various educational institutions in Indiana, Ohio, Pennsylvania, and Arizona.

Mr. Ayer has been succeeded by Mr. H. W. Adams, formerly superintendent of schools at Silverton, Ore.



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(Concluded from page 13)

auditor, or some other independent de-
partment head, having a staff and con-
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the superintendent of schools

Approved practice requires only one chief executive officer of the board, who shall have authority over, and responsibility for, all phases of the work of the public schools, subject only to the state laws and the adopted policies of the school board. No degree of friendly cooperation between independent administrative heads can serve the purpose of securing a unified administration. Full responsibility should be placed on the one executive officer designated as the one to carry out the expressed will of the board. If the chief executive officer fails to do so, the board should remove him and elect an executive officer who can and will make effective the adopted policies of the board.

Minutes of Board Meetings

Items for board action should be given a brief title and should be numbered consecutively on the agenda and later in the minute book. The items should be changed to the extent necessary to show official modifications made by the board and the action taken by the board. The accurately recorded minutes should be typewritten in a loose-leaf minute book, and should be presented for approval at the immediately succeeding regular meeting of the board.

For reference, a card index file should be kept up to date in the office of the secretary, and items should be indexed and cross-indexed in this file.

Rules and Regulations

Rules and regulations of the board should be compiled and published for the use of all school employees. In compiling rules and regulations for publication, the minutes of the board should be studied for a number of years in the past and customs and procedures in use should be carefully studied. Rules and regulations should not attempt to displace the functions of administrators, but should include statements of the fields of service of various classes of employees. They should define the larger relationships among employees, without defining in minute detail very many minor and specific duties of employees.

While the rules and regulations of the board should be printed in booklet form for general circulation, they should be printed in loose-leaf form for use by the principal administrative officers, and supplementary and replacement pages should be prepared as new rules and regulations are adopted or as old ones are modified or repealed.

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Naturally, screens of Radiant's high standard were among the first to be requisitioned by our government for war activities. A major part of our production is devoted to our Armed Forces. But you on the home front may also have brighter, clearer pictures for your visual training programs. We have developed for you a line of projection screens made of *non-critical materials*. Each new screen—portable, table and wall—has Radiant's own original, unchanged, "Hy-Flect" glass-beaded screen fabric. Crystal clear, brilliant, clean-cut reproduction is still yours for a life-time. Ask your supply house for RADIANT Screens. *Enjoy the best!* Write for big new FREE brochure, "In step with the Times."

RADIANT MANUFACTURING CORP.
CHICAGO • 22 • ILLINOIS

YOUNG IN YEARS—OLD IN ACHIEVEMENT

New Supplies and Equipment

Production, Service, and Sales News for School Buyers

ECONOMIES IN FUEL

Preparations for economizing on fuel, in the light of expected shortages during the coming heating season, are suggested to users of unit ventilators by Albert J. Nesbitt, president of John J. Nesbitt, Inc. "There is no place in many heating and ventilating systems where as much economy can be effected without impairing the efficiency of the system as in the ventilating equipment, especially if it be equipment that is now introducing large quantities of outdoor air, and equipment that lends itself to being converted to mixing indoor and outdoor air. Partial recirculation of air during periods of occupancy is a widely accepted and approved practice. Where the full quantity of air handled by the heating and ventilating system is taken from outdoors, it is estimated that two thirds of the total fuel consumption is required for ventilation. It therefore follows that any reduction in the outdoor air introduced will effect an economy in direct relation to the percentage of indoor and outdoor air that is being mixed. The widely accepted practice is to reduce the minimum quantity of outdoor air to one third of the total air in circulation, thereby recirculating two thirds of the total air quantity. The savings thus effected are in the order of two thirds of the ventilation load (as indicated above this is two thirds of the total load) or 44.3 per cent of the total fuel requirements."

John J. Nesbitt, Inc., Holmesburg, Philadelphia, Pa.

For brief reference use ASBJ-810.

INSTRUCTIONAL FILMS

"Sound Recording and Reproduction" (sound-on-film) is a film explaining the mechanics of sound transformation and transmission from the source to the loud-speaker in the motion-picture projector. It is adapted for use in physics and general science classes. A mimeographed continuity accompanies the film.

"Discovery and Exploration" produced in collaboration with Dr. J. Bartlett Brebner, Columbia University, describes with animated drawings the North American territory involved during the period of discovery and exploration from 1492 to 1700. Many uses will be found both in intermediate and adult levels. A teacher's handbook describes the film in detail and offers suggestions for its effective use.

Erpi Classroom Films, Inc., 1841 Broadway, New York, N. Y.

For brief reference use ASBJ-811.

PENCIL SHARPENER CUTTERS AVAILABLE

Permission has been granted to manufacture a limited number of pencil sharpener cutters. This means cutters only . . . no other parts or complete machines may be manufactured. Amended order L-73 stopped the manufacture of pencil sharpeners and parts. This release makes it possible for schools to procure Boston pencil sharpener cutters so that their pencil sharpeners can be kept in operation during the emergency.

C. Howard Hunt Pen Co., Camden 2, N. J.

For brief reference use ASBJ-812.

MACHINE AND WOODWORKING TOOLS

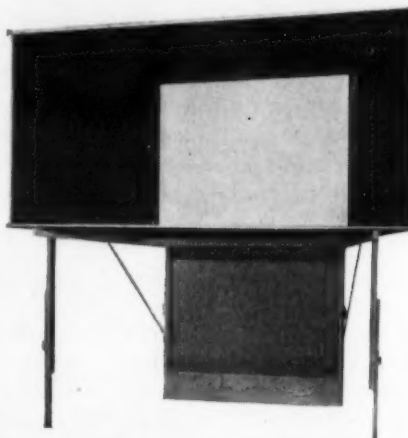
A new 52-page catalog, illustrating and full of information on power tools, with the best uses for many interesting and unusual accessories, is available. The 1943 line of production machine tools and woodworking tools and accessories is shown.

Delta Mfg. Company, Milwaukee, Wis.

For brief reference use ASBJ-813.

DAY-TIME PROJECTION BOX

A new projection screen unit for educational and other visual training use is now available. The new item, the Radiant Day-Time Projection Box, permits showing pictures in broad daylight by means of a shadow box construction. It has large audience capacity and gives for greater light intensity due to a glass beaded, brilliant "Hy-Flect" screen surface. The construction permits visual training directors, instructors, and educators to set up the unit easily and quickly, and to adjust the height to four different positions. It folds compactly and all parts can be



"Radiant" Daylight Projection Box

fitted into a storage case. Films and slides can be projected clearly to an audience up to 150 persons.

Radiant Manufacturing Co., 1140-46 West Superior Street, Chicago, Ill.

For brief reference use ASBJ-814.

PACIFIC OCEAN MAP

The countries touched by the Pacific Ocean are effectively shown, transportation routes and distances are shown on this timely map of the Pacific (Handifold in cover 64 by 45 inches, Num. P.O. 21).

Also ready now is a colorful, regional map of Asia showing natural surface features (Num. A.R. 3, handy fold in cover 52 by 55 inches).

A. J. Nystrom & Co., 3333 Elston Avenue, Chicago, Ill.

For brief reference use ASBJ-815.

CUTTER BLADES FOR PENCIL SHARPENERS

Some time ago amended order L-73 stopped the manufacture of pencil sharpener parts. A recent order of the War Production Board again makes the production of cutters possible for a ninety-day period. Users of pencil sharpeners can now place orders for cutters to keep all sharpeners in operation for the duration. It is suggested that orders be placed now for repairs in order that they can be given immediate attention.

Automatic Pencil Sharpener Company, 58 East Washington St., Chicago, Ill.

For brief reference use ASBJ-816.

TURRET LATHES

Series 900 and Series 1000 precision turret lathes and various attachments are covered by catalog No. 901, 8½ by 11 inches, 12 pages, fully illustrated. Series 1000 and Series 900, as described, are made in two sizes and designed for the efficient production of duplicate parts. They are especially suitable for second operation work.

South Bend Lathe Works, South Bend, Ind.

For brief reference use ASBJ-817.

ARMY-NAVY "E" AWARDS

Eugene Dietzgen Company, Chicago, Ill.; Heywood Wakefield Company, Gardner, Mass.; and Remington Rand, Incorporated, Sangamon Ordnance Plant, Illiopolis, Ill., were among the plants recently awarded Army-Navy "E" pennants for outstanding performance on war work.

WAKEFIELD HONORED

Recently the Army-Navy "E" Award pennant was given to the F. W. Wakefield Brass Company, Vermilion, Ohio. Captain Ross P. Schlabach, Cleveland district inspector of naval materials, complimented employees and management of their record of "no rejections and less than one



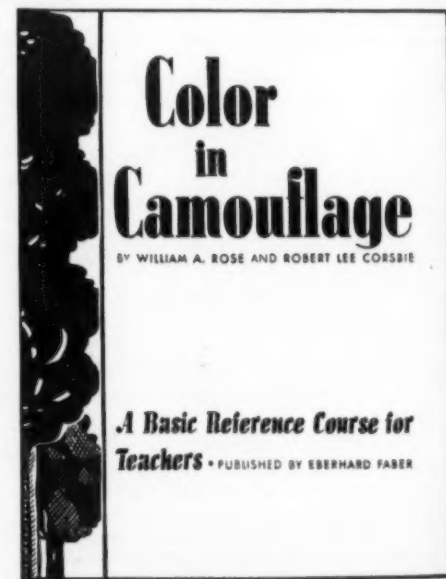
The five Wakefield brothers, all engaged in plant operation, display the Army-Navy "E" flag presented to F. W. Wakefield Brass Company, Vermilion, Ohio, June 26, 1943.

per cent unexplained absenteeism . . . while the company has been handling naval work that is not particularly desirable but which is handled as a patriotic duty."

President A. F. Wakefield, in acknowledgment of the "E" pennant and token pins, spoke of the company's contribution to naval fighting at night made possible by equipment some of which is exclusive to his company now engaged one hundred per cent in war production.

CAMOUFLAGE

A series of lessons entitled "Color in Camouflage" has been developed by Professor William A. Rose and Mr. Robert Lee Corsbie, graduates of the Army Engineers' Camouflage School at Fort Belvoir, Va. The portfolio is designed expressly for classroom use, and the progressive charts present an easy, concise approach to the



A Basic Reference Course for Teachers • PUBLISHED BY EBERHARD FABER

use of camouflage art for civilian and military protection. Teachers of high schools and art schools will find this portfolio useful.

Eberhard Faber Pencil Company, Brooklyn, N. Y.

For brief reference use ASBJ-818.

Schools and the War

ATHLETIC SHOES RELEASED

Baseball, track, and football shoes have been released from rationing from July 7 on, under an order of the OPA. Athletic teams will be able to obtain them again without recourse to stamps.

VACUUM CLEANERS

The supply of vacuum cleaners is likely to be reduced, under an order of the OPA (General Limitation Order L222), amended July 6, 1943. Industrial vacuum cleaners and blowers may be assembled only when orders are issued by an order rated as AA5 or higher.

Low Pressure Boilers

Under a limitation order L-187, amended July 1, 1943, the WPB has permitted the manufacture of iron and steel boilers not to exceed 100 per cent of the metal used during corresponding calendar months of 1940. During the first half of the year the production was reduced to 13 per cent.

Blackout Practices

The director of Civilian Defense has issued a statement discouraging the blackout practice of throwing master switches in large buildings under which elevator service, refrigerators, pumps, and ventilating equipment are shut off.

School authorities should obtain Maintenance Letter No. 132 of the Office of Civilian Defense relating to this problem and other blackout modifications.

LABORATORY MATERIAL

Priority assistance for materials required by scientific and technological laboratories and delivery of laboratory equipment are affected by two amended orders P-43 and L-144 issued by the War Production Board.

Preference rating P-43 as amended assists in obtaining materials and equipment. Amended L-144 restricts the delivery of any one item of quantity of the same item of laboratory equipment, having a value of \$50 or more, or a delivery on a purchase order of laboratory equipment worth \$200 or more, even though no item or quantity of the same item has a value of \$50 or more, unless authorized by the WPB on form WPB 1414 (formerly PD-620).

The order defines "laboratory equipment" to mean any apparatus or instrument designed for use in laboratories. Previously, L-144 required a certification as to the use of laboratory equipment and imposed certain restrictions on the right to make certification. The present amendment eliminates this requirement.

Canned Salmon

Under an amendment to the government regulation 265, effective July 13, the maximum prices of canned salmon have been established. The price of five types have been thereby reduced by \$2 per case.

OPERATING SUPPLY RECORDS

Records of maintenance, repair, and operating supplies may be kept on the basis of supplies received, rather than the amounts ordered, WPB has announced.

Although quantity restrictions under CMP regulation 5 are on an "order" basis, if a person prefers to compute on a "receipt" basis he may do so according to Direction 8. However, the use of one method for part of the supplies and another method for the rest is not permissible.

Direction 8 to CMP regulations 5, issued June 29, 1943. (TCS-242, June 30.)

After the Meeting

STORIES FOR SPEECHMAKERS

Est multi fabula plena joci — Ovid
Optical Economics

The Scots are thrifty. About to set off on a business tour of some weeks, Angus remarked to his wife:

"Good-by, my dear; dinna forget to mak' wee Sandy tak' off his glasses when he's no' lookin' at anything." — Exchange.

Each Man's Share

A doctor, an architect, and a bolshevik were discussing as to the priority of their occupations.

The doctor said:

"When Adam's side was opened and a rib removed to make woman, there was a surgical operation — medicine was the oldest trade."

The architect said:

"Yes, but when the earth was made, out of chaos, there was the building process, the use of materials according to a plan. The architect's is still older."

The bolshevik smiled and said:

"But who supplied the chaos?" — Farm Life.

The Stool

Andrew Carnegie was once asked which he considered to be the most important in industry — labor, capital, or brains. Carnegie's answer was: "Which is the most important leg of a three-legged stool?"

Doing the Difficult

Last summer, three lads beached a water-logged rowboat in front of my cottage. After exactly eight minutes of trying to empty it, they gave up. I went to their assistance, and presently asked, "What do you do when you find a task difficult at school? Do you abandon that, too?" One of them answered, "They don't give us anything that's too hard. We're supposed to enjoy what we do." — Channing Pollock.

Stoop As You Go

Benjamin Franklin relates in one of his letters how when he was visiting Samuel Mather they entered a low passage and Mather shouted: "Stoop! Stoop!" Franklin was not quick enough and bumped his head.

"You are young and have the world before you," remarked Mather. "Stoop as you go through it and you will miss many hard bumps."

"I often think of this incident when I see pride mortified and misfortunes brought upon people by carrying their heads too high," remarked Franklin in his letter. — The Irish Digest.

Optimistic

Then there is the story of two thirsty men who came upon a flask of water filled to the mid-mark.

"Ah," said one dolefully, "'tis half empty!"

"Not so," declared his companion, holding it aloft in triumph, "'tis half full!"

The Allies or the Ally!

An Italian teacher explains the causes of the present war to the children in his class:

"We have a terrible foe who wants to rob us of our colonies and raw materials. He wants to leave us without food and iron, he wants to take over our sea and our land. He waits only for the moment when he can stealthily stab us. Who will tell me the name of this foe?"

The children remain silent.

Trying to prompt the children, the teacher says:

"The first letter of his name is 'A.' Can you tell me now who it is?"

"Adolf Hitler, teacher," the children answer in chorus. — "Poland Fights."

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